ED 373 139 AA 001 252

Resources in Education (RIE). Volume 30, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 373 140 CE 064 966

Batt, Rosemary; Osterman, Paul
A National Policy for Workplace Training. Lessons from State and Local Experiments.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Apprenticeships; Case Studies; Community Colleges; Community Organizations; Continuing Education; Cost Estimates; Economic Development; Educational Needs; *Educational Policy; Education Work Relationship; Employer Employee Relationship; Employment Programs; Entry Workers; Federal Programs; *Financial Support; *Industrial Training; Job Training; *National Programs; Outcomes of Education; Partnerships in Education; Policy Formation; Program Costs; Program Development; *Public Policy; School Business Relationship; State Federal Aid; State Programs; Taxes; Training Methods; *Training Objectives; Two Year Colleges; Unions; Vocational Education; Youth Programs
IDENTIFIERS- California; Illinois; North Carolina; South Carolina

Selected state and local experiments in developing/supporting workplace-centered training programs were analyzed to identify issues relevant to developing a national policy for workplace training. Intensive case studies of state economic development/training programs in California and Illinois and the employment and training programs provided by North and South Carolina's community college systems were conducted, and

ED 373 159 CE 066 957

Jones, Jo M.; Safrit, R. Dale
Developing Critical Thinking Skills in Adult Learners through Innovative Distance Learning.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the International Conference on the Practice of Adult Education and Social Development (Jinan, China, April 13-18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Critical Thinking; *Distance Education; Educational Research; Independent Study; *Innovation; Instructional Materials; Material Development; *Skill Development; Teaching Methods; *Thinking Skills

The materials contained in this document are intended for use in a training session for adult educators. The document is designed with the following objectives in mind: inspire adult educators to increase their knowledge of critical thinking in distance education, stimulate participants to foster critical thinking in adult learners, and provide opportunities that foster critical thinking. Discussed in the introductory section are ways of incorporating critical thinking strategies into self-directed learning materials. The concept of critical thinking is defined, and the critical thinker is profiled. Presented next is a critical thinking taxonomy that lists critical thinking dispositions and abilities. Twelve principles of critical thinking for adult learners are enumerated. Examined next are selected passages from published research on critical thinking in the teaching-learning transaction. The following critical thinking teaching strategies in distance learning are described: critical analysis; debate teams; dramatization; action maze; critical incident; scenario building; Socratic questioning; creative visualization; journal writing; quotations or cartoons; inventing; and pluses, minuses, and alternatives. Contains 31 references. (MN)

ED 373 160 CE 066 958

Safrit, R. Dale
Evaluating Today's Culture and Visioning for Tomorrow's Cultural Growth: Effectively Utilizing Stakeholders in Planning Strategically for Adult Education.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the International Conference on the Practice of Adult Education and Social Development (Jinan, China, April 13-18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Cooperative Planning; *Cultural Context; Learning Activities; *Organizational Climate; *Organizational Development; Partnerships in Education; *Strategic Planning; Volunteers; Volunteer Training; Worksheets

This document contains a series of materials that were developed to help adult educators involve all stakeholders (adult learners, funders, administrators, legislators) in assessing internal and external cultures (strengths, weaknesses, opportunities, and threats) of an adult education organization (AEO) and then using the information gained to plan

ED 373 178 CE 066 998

Freedman, Marc
Seniors in National and Community Service: A Report Prepared for the Commonwealth Fund's Americans over 55 at Work Program.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.
PUB DATE- Apr 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; *Federal Programs; *Intergenerational Programs; Middle Aged Adults; *Older Adults; Program Costs; Program Development; Program Improvement; Public Policy; *Public Service; Volunteers
IDENTIFIERS- Foster Grandparent Program; *National Service; Senior Community Service Employment Program; Senior Companions Program

National service offers an appealing vehicle for engaging senior citizens to respond to unmet needs in education, health care, public safety, the environment, and other essential areas. Involving seniors in national service will help alleviate the country's pressing domestic problems, enhancing participants' personal development, and bolstering the nation's flagging sense of community. A partial system of national service for seniors that began during the Kennedy administration demonstrated that seniors can provide essential community service, benefit through serving, and play an important role in service. Programs such as the Foster Grandparent Program and Senior Companions Program have also made it clear that senior service is not cheap and that obstacles and questions regarding key issues related to senior service persist. Despite the strides that have been made during the past 30 years regarding involving seniors in national and community service, the gap between promise and practice remains substantial. Achieving a vision of senior service that is substantially, but not exclusively, intergenerational requires action on the following fronts: strengthen the three programs currently providing the vast majority of senior service opportunities, embark on a period of innovation and experimentation, and build infrastructure at the national and local levels. (Contains 118 references.) (MN)

ED 373 179 CE 066 999

Candotti, S. M.; And Others
Life Skills Training Programmes: Process and Practice.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Assertiveness; Community Organizations; *Daily Living Skills; *Diffusion (Communication); Educational Opportunities; Educational Practices; Females; Foreign Countries; Information Dissemination; Instructional Effectiveness; Leadership Training; *Paraprofessional Personnel; Parent Education; Parenting Skills; Stress Management; *Trainers; *Training Methods; *Transfer of Training
IDENTIFIERS- *South Africa

A South African study examined how paraprofessionals were prepared to conduct life skills training. The study, which was

ED 373 196 CE 067 030

Your Potential as an Entrepreneur. Unit 1. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-01.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; Career Planning; *Competency Based Education; *Entrepreneurship; Individual Characteristics; Learning Activities; Postsecondary Education; Secondary Education; *Self Employment; *Self Evaluation (Individuals); *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on entrepreneurship potential in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: what entrepreneurship is, how entrepreneurship benefits the economy, whether entrepreneurship can be learned, how people's needs relate to entrepreneurship, what entrepreneurship is about, characteristics of successful entrepreneurs, aptitudes/skills needed by entrepreneurs, ways of learning about owning a business, advantages and disadvantages of being an employee, advantages and disadvantages of self-employment, and the importance of goal setting and self-assessment as steps toward entrepreneurship. (MN)

ED 373 197 CE 067 031

The Nature of Small Business. Unit 2. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-02.
PUB DATE- 94
NOTE- 21p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.

ED 373 213 CE 067 047

Financial Analysis. Unit 18. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-18.
PUB DATE- 94
NOTE- 23p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Administrators; Behavioral Objectives; Bookkeeping; Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; Managerial Occupations; *Money Management; Postsecondary Education; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Financial Analysis; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on financial analysis in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of eight references. Model assessment responses are provided in the instructor materials. These four objectives are addressed: discuss the importance of financial management; define accounting terms; describe the tools for financial analysis; and identify ways to analyze one's business finances. (YLB)

ED 373 214 CE 067 048

Customer Credit. Unit 19. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-19.
PUB DATE- 94
NOTE- 21p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 373 230 CE 067 064

Human Resources. Unit 14. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-14.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Compensation (Remuneration); *Competency Based Education; Employer Employee Relationship; *Entrepreneurship; *Human Resources; Learning Activities; Personnel Evaluation; *Personnel Management; Personnel Selection; Postsecondary Education; Recruitment; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on human resources in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: steps in hiring employees, procedures for developing a training program, management styles, methods for supervising and motivating employees, techniques for communicating with employees, alternatives for evaluating employee performance, and steps in developing a comprehensive employee compensation package. (KC)

ED 373 231 CE 067 065

Promotion. Unit 15. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-15.
PUB DATE- 94
NOTE- 27p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

ED 373 247 CE 067 081

Pricing Strategy. Unit 10. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-10.
PUB DATE- 94
NOTE- 26p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; Managerial Occupations; *Marketing; Postsecondary Education; *Retailing; Salesmanship; Secondary Education; Self Employment; *Small Businesses; Strategic Planning; Teaching Guides
IDENTIFIERS- *Pricing; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on pricing strategy in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These five objectives are addressed: determine the costs that will affect pricing; identify other factors that will affect one's pricing strategy; illustrate how markup strategies affect one's pricing; design pricing incentives for one's business; and determine appropriate pricing strategies for a business. (YLB)

ED 373 248 CE 067 082

Financing the Business. Unit 11. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-11.
PUB DATE- 94
NOTE- 61p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

ED 373 265 CE 067 104

Reuys, Steve, Ed.
Reflections. An Anthology of Selections from the "All Write News," the Newsletter of the Adult Literacy Resource Institute.
SPONS. AGENCY- Boston Mayor's Office of Jobs and Community Services, MA.; Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.; Massachusetts State Higher Education Coordinating Council, Boston.
PUB DATE- Jun 93
NOTE- 70p.; Published to commemorate the Tenth Anniversary of the Boston Adult Literacy Initiative.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Basic Skills; Bilingual Education; Critical Thinking; *English (Second Language); Job Skills; *Literacy Education; Mathematics Instruction; *Professional Development; Second Language Instruction; Student Evaluation; *Teaching Methods; Tests

This document is an anthology containing 33 articles originally published in the Boston Adult Literacy Initiative's newsletter, "All Write News" during the past 10 years. The articles were chosen to deal with a wide variety of topics, to balance theory and practice, to include materials from all the years, and to include articles that have not already been reprinted elsewhere. The following articles are included, organized in 11 categories: "Some Notes on the Politics of Literacy" (Gary Hicks); "To Speak Out, Read, Listen and Thrive" (Marty Duncan); "Literacy Work in Nicaragua and the U.S." (Barbara Neumann); "Of Canoes and Tall Ships: Some Thoughts on the Quincentenary" (Maria Gonzalez); "A View of Critical Thinking" (Barbara Neumann); "Linking Basic Skills and Job Training" (David Rosen); "Thoughts on 'Cultural Literacy'" (Steve Reuys); "Why I Stop in at Drop-In" (Christine James); "English into Action: Teaching ESL English as a Second Language and ABE Adult Basic Education through Drama" (Paula Ressler); "Learning from Students: A Video Project in Workplace ESL" (Robin Reale); "Breaking the Waiting List Logjam: Training Peer Tutors for ESL" (Roger Hooper); "Students and Teachers: Creating an Alliance" (Mattie Wheeler, Ada Cherry, Vicky Nunez, and Greg Leeds); "Participatory Education in Practice" (Lenore Balliro); "Programs Promote Student Involvement" (Eileen Barry, Tina Kluetmeier, Martha Merson, and Anna Taylor); "The On-going Debate in Literacy and Reading" (Steve Reuys); "Relevant Reading for Adult Students" (Nandi Attya); "Singing the Red Pen Blues: Ideas for Teaching Writing" (Gail Hart and Janet Stein); "Of Ducks, Experience, and Reading: A Bilingual ESL Project" (Frank Smith); "Sharing Strategies on ESL Survival Literacy" (Patricia Ryan); "Helping Students Become Storytellers" (Gregory A. Goodmacher); "Left Tongue/Right Tongue" (Tomas Mario Kalmar); "Thoughts on Survival ESL" (John Croes); "Shoes, Glorious Shoes: A Teaching Strategy" (Charlotte B. Knox); "Sharing Strategies: Math Word Problems" (Mary Jane Schmitt); "Why I Hate Story Problems" (David J. Rosen); "Math Notes: Did You Know...?" (Helen Jones); "For ABE Teachers and Students: Tests that Don't Defeat" (Greg Leeds); "An Experiment in Evaluation" (Andy Nash); "Performance Testing" (Shelley Ruocco); "Teachers Visiting Teachers: An Experiment in Classroom Observation" (Lenore Balliro); "At the Y: A Program-Based Staff Development Project" (Shelley Bertolino); "Adult Literacy Teacher Concerns" (Kimberly Gerould); and "Organizing

ED 373 284 CG 025 568

Irons, Nicholas H.
Sexual Harassment in the Law Enforcement Workplace.
PUB DATE- Aug 93
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Employed Women; Females; *Law Enforcement; *Police; Psychologists; Security Personnel; Sex Bias; Sex Stereotypes; *Sexual Harassment
IDENTIFIERS- Officer Attitudes

Considerable confusion exists over male/female relationships in the work place, especially in such male-dominated professions as law enforcement. The laws governing sexual harassment offer unclear guidelines regarding the definition of harm that results from such harassment. This paper addresses the special problems of sexual harassment in the police officer's world. Police work in a hostile environment and the pairing of male and female officers in this stressful setting creates problems. Women officers still find themselves pressured to conform to traditional male perspectives and expectations and many women are assigned to less dangerous positions in their departments. Likewise, the police officer's subculture consists of a kind of brotherhood where officer's constantly support each other so as to thwart danger and to shield behavior from public scrutiny. Although police cadets receive training in sexual harassment, they find on entering the force that veterans disparage such training and rookies are pressured to adopt the unwritten codes of the profession, especially the code of listen and do not speak. If a woman officer does file a harassment charge, she many times must fight this ubiquitous silence and complicity. Psychologists should recognize the many problems inherent in the law enforcement lifestyle, work to educate supervisors, and advocate for victims. (RJM)

ED 373 285 CG 025 582

Shaver, Michael
Alcohol and Other Drugs: Policy Development for Trustees of New Jersey Colleges and Universities. Resource File.
PUB DATE- 92
NOTE- 31p.; Supersedes "Alcohol and Other Drugs: Policy Issues for Higher Education."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; *Administrative Policy; Administrator Guides; *Administrator Responsibility; *Alcohol Abuse; Alcoholic Beverages; Colleges; *Drinking; *Drug Abuse; Higher Education; Universities
IDENTIFIERS- *New Jersey

There is a great deal of disagreement about what it means to have a comprehensive policy dealing with alcohol and other drugs. This publication is designed to address the very basic issues of policy development, to offer broad guidelines in policy

ED 373 304   CS 011 803

Lehman, Barbara A.; Scharer, Patricia L.
Children and Adults Reading Children's Literature: A Comparison of Responses.
PUB DATE- Dec 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Childrens Literature; Comparative Analysis; *Discussion (Teaching Technique); Elementary Education; Higher Education; *Reader Response; Reading Attitudes; Reading Research
IDENTIFIERS- *Response to Literature; *Sarah Plain and Tall

A study examined similarities and differences between adults' and children's responses to the same children's book, and the role of discussion in shaping adults' perceptions about the book and their understanding of children's responses. Subjects, 129 students in five university children's literature classes, read and responded in writing to Patricia MacLachlan's "Sarah, Plain and Tall." Students collected verbal and/or written responses from 140 children in grades 3-8 as the child read or listened to the book. The college students then engaged in group discussion about the book and completed an open-ended questionnaire. Results indicated that: (1) initial responses by both children and adults were more reader-based rather than text-based; (2) children tended to take the book more at "face value" and read for enjoyment; (3) children identified more with the child characters; (4) boys were less enthusiastic than girls about the book; (5) by far the most responses from children related to the characters; (6) child readers made few comments about themes; and (7) children made comments demonstrating awareness of the author's crafting of the story. Results also indicated that class discussions were important for adult readers' responses to the book in eliciting more text-based responses; the nature of the discussion influenced adults' insights; and discussion was important to adults' understanding of the children's responses. Findings suggest that discussion is important to bring out readers' analytical stance. (Contains 15 references and a table listing coding categories.) (RS)

ED 373 305   CS 011 804

Booth, James R.; Hall, William S.
Relationship of Reading Comprehension to the Cognitive Internal State Lexicon. Reading Research Report No. 14.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Intermediate Grades; Reading Achievement; *Reading Comprehension; Reading Research; Secondary Education; Vocabulary Development; *Word Recognition
IDENTIFIERS- District of Columbia; University of Maryland

A study compared students' cognitive word knowledge of the cognates of "think" and "know" within a theoretical framework

ED 373 325 CS 214 443

Wu, Ruoyi
ESL Students Writing Autobiographies: Are There Any Connections?
PUB DATE- May 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Rhetoric Society of America (Louisville, KY, May 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autobiographies; *Cultural Differences; *Foreign Students; Higher Education; Personal Narratives; *Student Reaction; Writing Assignments; Writing Research
IDENTIFIERS- Author Text Relationship; *Rhetorical Strategies; Writing Contexts

A doctoral student's interest in self-culture connections led her to observe an English-as-a-Second-Language (ESL) writing class focused on autobiography and read all the students' papers. Autobiographical writing not only gives ESL students a chance to write about what matters to them, but the teacher can capitalize on students' cultural differences and their awareness of ideologies. The generic flexibility of autobiography allowed ESL students to explore all connections in their lives, so they made various rhetorical choices to present their self images. One group of seven students wrote life stories that had a trajectory of "coming to the United States," with an emphasis of the significance of English for their future. A "double consciousness" was evident in the accounts of a group of immigrant students who came to the United States in their early teens. These students tried to say something less "sayable" because when relocated in a different culture as young children, they lost their original identities and became "marginal." Older writers--in their early and late twenties--more consciously articulated the relation of their experiences to ideologies. Since the students wrote about what they cared for, they got more involved in the process of making themselves understood, which is central to literacy. The students' willingness to make connections went beyond writing: many saw their purposes in life more clearly in their later revisions, as writing autobiography helped them "envision" their future by recalling their past. (Contains 19 references and 5 notes. (RS)

ED 373 326 CS 214 444

Roberts, Claudette
Where's the Essay?
PUB DATE- 19 Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Essays; Higher Education; High Schools; *Writing Assignments; Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- Process Approach (Writing); Writing Development

The degree to which process writing deconstructs traditional notions about a fixed final product came to the attention of a

ED 373 345 CS 214 469

Ghaffari-Samai, Parvine; And Others
The Relationship of Student Ratings, Faculty Status and Student Writing Performance.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adjunct Faculty; Comparative Analysis; *Full Time Faculty; Higher Education; Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Writing Achievement; *Writing Evaluation; *Writing Instruction; Writing Research

A study examined the difference in writing competency achievement between classes taught by full-time faculty and classes taught by adjunct faculty, and whether student ratings of the course and the quality of instruction differed. Subjects were 1,339 students in all 49 classes taught by 11 full-time and 23 adjuncts in the Fall semesters of 1991 and 1992 at an urban, liberal arts undergraduate institution serving an ethnically diverse student population. Data included students' scores on a writing assessment test (a passing score is required for successful completion of the course) and responses to a questionnaire on teaching effectiveness. Results for both years indicated no statistically significant difference in the writing achievement, mean course grades, mean course grades for the next-level English course, and student faculty ratings between students taught by full-time and adjunct faculty. Results also indicated that for 1991 (but not for the 1992 sample), adjunct faculty assigned a greater proportion of higher grades (As and Bs) than their full-time colleagues. Findings do not support the assumption that adjunct instruction is categorically an inferior means of delivery instruction. (Contains 25 references, seven tables of data and two notes.) (RS)

ED 373 346 CS 214 470

Teaching Narrative: Write On, Grades 3-5.
PUB DATE- 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Grade 4; Intermediate Grades; *Story Grammar; *Test Wiseness; Writing (Composition); Writing Achievement; *Writing Evaluation; *Writing Instruction; Writing Processes; Writing Tests
IDENTIFIERS- *Narrative Text; *North Carolina

Providing information to help develop students' sense of narrative and to show them specific test-taking strategies, this publication is helpful to teachers as they ready their students for the North Carolina Fourth Grade Writing Assessment. The publication provides materials on generating ideas for writing, selecting topics, revising, developing children's concept of story, as well as test-taking strategies and information about test scoring. The first part of the

ED 373 365 CS 508 554

Lind, Scott L.; Stewart, Robert A.
Students' Grades on Public Speaking Assignments as a Function of Learning Strategies and Motives.
PUB DATE- Feb 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Western States Communication Association (San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; Communication Research; Grades (Scholastic); Higher Education; *Learning Strategies; *Public Speaking; Undergraduate Students
IDENTIFIERS- Communication Competencies; Speech Communication Education

A study examined grades on speech assignments in a college public speaking course as a function of students' preferred learning strategies and expressed learning motives. Subjects, 112 undergraduate students enrolled in the basic public speaking course, had their levels of communication apprehension and motives for learning measured early in the semester. Their levels of speech anxiety associated with speech giving were measured. Four learning strategy preferences and two learning motives were treated in separate analyses as independent variables to determine their effects on students' grades for three different public speaking assignments. Communication apprehension and public speaking anxiety were included as possible confounding variables. Grades were found to be differentially affected by learning strategy preferences depending on the speech assignment, and communication anxiety played only a minor role in these effects. Learning motives had no appreciable effects on students' speech grades. Findings suggest that different speech assignments were affected variously by different learning strategies. Communication educators and researchers should consider more earnestly the impact of learning strategy choices and implementation on students' fulfillment of oral communication tasks and assignments. (Contains 32 references and 3 tables of data.) (RS)

ED 373 366 CS 508 610

Schwartzman, Roy
From Community to Conformity.
PUB DATE- Oct 94
NOTE- 28p.; Paper presented at the Carolinas Speech Communication Association Convention (Myrtle Beach, SC, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); *Community; *Community Characteristics; *Conformity; Group Unity; Higher Education; Mass Media; Scholarship; Social Influences
IDENTIFIERS- Commonality; Community Identity; Wittgenstein (Ludwig)

Before unconditionally supporting the development of closer community or the restoration of a public realm, communication scholars should further reflect on the historical uses and potential threats attendant to this task. A sense of nostalgia sometimes romanticizes the Greek "polis" while sidestepping the

ED 373 384 EA 025 152

Wilson, Bruce L.; Rossman, Gretchen B.
Mandating Academic Excellence: High School Responses to State Curriculum Reform. Sociology of Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 267p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Curriculum Development; Curriculum Evaluation; *Educational Development; Educational Policy; *Graduation Requirements; High Schools; *Outcomes of Education; *School Restructuring; *Track System (Education)

In the past decade, states have taken an increasingly active role in designing new policies intended to reform America's high schools. This book offers a systematic, empirical look at the most widely adopted policy reform strategy--mandatory changes in high school graduation requirements. Maryland is used as a case study, exploring five representative high schools and presenting an in-depth discussion of their experiences with mandated reform. The first of eight chapters, Chapter 1, "Introduction," sets the context and the research strategy. Chapter 2, "The Role of the States in the Reform Movement of the 1980s," deals with research on graduation requirements and tracking. Chapter 3, "Where's the Action? Students, Teachers, and the Curriculum," looks at student credits and courses, graduation requirements, and teachers' views on curricular change. Change 4, "Who's Winning? Tracks, Tracking Systems, and Access to Resources," gives the views of teachers and students on tracking. Chapter 5, "Who's Losing? Students and Teachers at Risk," investigates dropouts, students, teachers, and departments at risk. Chapter 6, "Who's in Control? Key Actors and Their Influence on Policy Implementation," gives the perspectives of state staff, district and school administrators, and counselors. Chapter 7, "What's the Bottom Line? Policy Intentions and the Perception of Effects," details policy intentions, and school-level and consumer perceptions of policy effects. Chapter 8, "Educational Reform: Retrospect and Prospect," looks at the first wave of reform, educational reform and challenges in the 1990s, and a framework for reform. Two appendices give the research methods and tables of sample sizes. (Contains 161 references.) (RR)

ED 373 385 EA 025 356

Clark, Sally N.; Clark, Donald C.
Schools in the Middle: A Decade of Growth and Change.
PUB DATE- 92
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Curriculum Development; Educational Environment; *Educational Improvement; *Junior High Schools; *Middle Schools; Program Development; School Effectiveness; School Restructuring

This book is a collection of 30 "Schools in the Middle" newsletters that were published from 1981-90. These articles, which focus on the melding of theory and practice, reflect exemplary middle-level practices, issues, and concerns about

ED 373 402 EA 026 011

Stuck, Gary B.; White, Kinnard P.
Maximizing Time To Teach and Time To Learn.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Nov 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Efficiency; Elementary Secondary Education; *Instructional Improvement; State Standards; *Time Factors (Learning); *Time Management; *Time on Task
IDENTIFIERS- *North Carolina

Recently, community meetings on the importance of "time to teach" were held at 13 sites across the state of North Carolina, and 2,400 surveys were completed by teachers, parents, and other citizens. This paper presents findings of that study and identifies specific practices that can increase the effective use of school time for teaching and learning. To improve the schoolwide factors that influence time-on-task, school administrators and teachers should establish clear criteria for increasing attendance, arriving in class on time, and minimizing class disruptions and external distractions. Teachers can improve the inclass factors of time for teaching and learning by monitoring instructional time, communicating expected classroom behaviors to students, beginning class within the first minute of the period, preparing all instructional materials and activities beforehand, and utilizing other efficient classroom behaviors. Increasing the amount of time that teachers spend teaching and the time their students are on task requires neither expense nor special training and is almost guaranteed to result in higher student achievement. (LMI)

ED 373 403 EA 026 012

Keyes, Melissa; LePage, Dorothy
Pupil Nondiscrimination Guidelines: Assessing School District Compliance with S.118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code.
PUB DATE- Aug 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Civil Rights Legislation; *Compliance (Legal); Disabilities; Elementary Secondary Education; Equal Education; Guidelines; *Nondiscriminatory Education; *Racial Discrimination; *School Districts; Sex Discrimination; *State Legislation; State Standards
IDENTIFIERS- *Wisconsin

Wisconsin supports the implementation of equity as a critical component of achievement-oriented, reality-based education. This publication was designed to assist districts in conducting ongoing self-evaluations. It outlines requirements (with the legal citations for each), notes benchmarks, and includes suggestions for evaluation methods. Following the preface, a

ED 373 422 EA 026 031

Sparkman, William E.; Carpenter, Clint
School Finance Policy Issues in Texas.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; Expenditure per Student; *Finance Reform; Full State Funding; School District Spending; School District Wealth; *State Legislation; State School District Relationship; Tax Effort
IDENTIFIERS- *Texas

Just 1 day before a court-imposed deadline of June 1, 1993, Texas Governor Ann Richards signed into law Senate Bill 7 (S.B. 7), the newest version of the Texas school finance system. This paper describes the state's new school finance system with regard to the following: (1) its constitutionality; (2) the provision of a system that equalizes school districts' capital outlay expenditures; (3) full funding of the equalization portion of the school finance system; and (4) the legal challenge to the adequacy of the school finance system. It also presents a historical overview of Texas school finance reform since 1984. Informed sources believe that S.B. 7 will survive constitutional scrutiny. However, the adequacy claim under the "suitable provision" portion of the education article (Texas Constitution, article VII, paragraph 1) may become a salient issue. The legislature must implement a reasonable and equitable funding mechanism for capital outlay. Perhaps the most important issue will be the availability of state revenues to fully fund the bill's equity provision. (LMI)

ED 373 423 EA 026 032

Schmuck, Patricia A.
Gender Equity: A 20 Year Perspective.
PUB DATE- Oct 93
NOTE- 12p.; Keynote address delivered at the Gender Equity in Education Conference (Portland, OR, October 23-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Educational Administration; *Educational Discrimination; *Educational Policy; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); *Racial Discrimination; *Sex Discrimination

This paper describes progress made between 1973 and 1993 toward creating gender equity in education, with a focus on the Oregon experience. Four topics are addressed: (1) law and policy; (2) language; (3) the culture of school; and (4) school administration. Law and policy are needed at least to change behaviors, though they may not be sufficient to change attitudes. Regarding language, the implications of the words "gender" and "sex" are discussed. Gender is not a biological distinction but is socially constructed. Regarding gender equity in the culture of schools, it is argued that schools can

ED 373 441 EA 026 052

Hudley, Cynthia; Barnes, Rhoda
Home-School Partnerships through the Eyes of Parents.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Cultural Awareness; Elementary Secondary Education; Family School Relationship; Models; Multicultural Education; *Parent Attitudes; *Parent Participation; Parent Role; *Parent School Relationship; Partnerships in Education; Public Schools
IDENTIFIERS- African Americans

This paper presents findings of a study that examined African-American parents' beliefs about their relationships with their children's schools. Telephone interviews were conducted with 147 parents of African-American children residing within the boundaries of a unified school district in a resort community in southern California. The study sought to understand how these parents perceived their roles as partners, how satisfied they were with both their own and the schools' efforts to build partnerships, and how they believed their efforts related to their children's school achievement and adjustment. Two major themes emerged from the data: (1) the need for improved home-school communication; and (2) the need for cultural awareness and sensitivity at the school site. The data suggest support for the multicultural model of parent involvement, which assumes that students learn best when the classroom curriculum reflects the history and culture of the students. Findings also reflect the germ of the full partnership model, which argues that schools must radically restructure the roles and relationships of all adults involved in the schooling of children. Contains 14 references. (LMI)

ED 373 442 EA 026 053

Arnove, Robert F., Ed.; And Others
Emergent Issues in Education: Comparative Perspectives. SUNY Series, Frontiers in Education.
PUB DATE- Jul 92
NOTE- 363p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Developing Nations; Educational Anthropology; *Educational Change; Educational Economics; *Educational Theories; Elementary Secondary Education; Foreign Countries; Government Role

This book reflects the field of comparative education as it has emerged in the 1990s. In a collection of 18 essays, leading scholars illuminate worldwide trends in critical issues that confront policymakers and practitioners in different national settings. Following the introduction by Robert F. Arnove, Philip G. Altbach, and Gail P. Kelly, part 1 contains one chapter, "Debates and Trends in Comparative Education," by Gail P. Kelly. Part 2, which examines world trends in education,

ED 373 460 EC 303 228

La Paro, Karen M.; And Others
Using a Quality Indicator Checklist To Assess Technical Needs for Individuals and Families.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistive Devices (for Disabled); *Check Lists; *Disabilities; Educational Environment; Educational Practices; Evaluation Methods; *Human Services; *Needs Assessment; *Program Evaluation; Rehabilitation; *Technical Assistance
IDENTIFIERS- Family Needs; *Quality Indicators

This paper describes a needs assessment instrument that is intended to effectively communicate recommended practice ideas for serving children with disabilities to teachers, families, and service delivery personnel. The instrument is in the form of a quality indicators checklist and utilizes 143 statements of recommended practice. The inclusion of items is based upon 17 supporting principles and 7 student and family outcomes cited in the literature on serving children with severe disabilities. The checklist is attached and its indicators address the following six areas: (1) the school (setting, philosophy, personnel, service delivery, inclusion, and evaluation); (2) the classroom (organization, scheduling, and data collection); (3) the student (inclusion, adaptive/assistive devices, medical information, and positioning); (4) the family; (5) instruction (instructional strategies, communication, natural routines/settings, autonomy/competence, feedback, and evaluation); and (6) transition. The best practices quality indicators checklist is attached. (DB)

ED 373 461 EC 303 229

Kennedy, Clarice; And Others
Study Strategies: A Formula for Exceptional Outcomes in the Mainstream.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Generalization; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Disabilities; *Learning Strategies; *Metacognition; *Spelling Instruction; *Study Skills; Teaching Methods
IDENTIFIERS- *Neurolinguistic Programming

Ten students (ages 11 to 13) with learning disabilities were taught the Neuro Linguistic Programming (NLP) study approach to learning spelling words. This study strategy was extracted from students who had won spelling bees and comprises five basic components: (1) physiology (students visually picture the word to be learned); (2) strategy (students picture the word on an object which gives them pleasant feelings, "chunk" the word into parts, and try to spell the word backward); (3) belief (students are encouraged to believe the system always works and

ED 373 479 EC 303 247

Block, Martin E.
A Teacher's Guide to Including Students with Disabilities in Regular Physical Education.
PUB DATE- 94
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adapted Physical Education; Age Differences; Check Lists; Classroom Techniques; Curriculum Development; *Disabilities; Educational Philosophy; Elementary Secondary Education; *Inclusive Schools; Individualized Education Programs; Instructional Development; *Mainstreaming; *Physical Education; Preschool Education; Program Development; Social Integration; Student Evaluation; Task Analysis; *Teaching Methods; Teamwork
IDENTIFIERS- Ecological Assessment

This guide provides guidance on the inclusion of students with disabilities in regular physical education classes. Section 1 comprises three chapters which focus on philosophy, beliefs, and attitudes in relation to physical education, inclusion, and team assessment and programming. The development of a collaborative Physical Education Inclusion Team is recommended. Section 2 describes program planning, assessment, and general and specific instructional and curricular strategies. An ecological approach is suggested for both program planning and functional assessment of students. Informal checklists specifically designed to facilitate inclusion are included. Also addressed in this section are strategies for accommodating students with disabilities, including instructional and curricular modifications. Section 3 presents detailed case studies of implementation with three different age groups: (1) preschool, (2) elementary school, and (3) middle and high school. Each chapter begins with an anecdotal account of a real child with disabilities and also includes numerous illustrations and tables to enhance, supplement, and synthesize major ideas. Also provided in tabular form are many task analyses and illustrative sections of individualized education programs. Contains 123 references. (DB)

ED 373 480 EC 303 248

Understanding Learning Disabilities: A Listing of Resources for Family, Friends and Individuals with Learning Disabilities. Second Edition.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Books; Elementary Secondary Education; *Information Sources; *Learning Disabilities; Organizations (Groups); Student Characteristics; *Symptoms (Individual Disorders)
IDENTIFIERS- *Colorado

This booklet identifies materials and organizations that provide information on learning disabilities. An overview describes learning disability identification procedures and eligibility

ED 373 500 EC 303 269

Strobridge, Michele
Delivering Speech and Language Therapy to Head Start Children: A Template for Inclusion through Systemic Change.
PUB DATE- 93
NOTE- 105p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attitude Change; Change Strategies; Delivery Systems; *Early Intervention; Economically Disadvantaged; *Inclusive Schools; *Language Impairments; Learning Centers (Classroom); *Mainstreaming; Preschool Education; *Speech Impairments; *Speech Therapy; Teacher Attitudes
IDENTIFIERS- *Project Head Start

This practicum was designed to provide speech and language therapy to children identified as speech and language impaired, in a Head Start classroom with typically developing peers. The practicum involved amending Head Start component plans, discussing inclusion issues at four education component meetings, conducting an interagency meeting with service providers to identify what was and was not working with inclusion and how to overcome the barriers, administering pre-post surveys to Head Start teachers and graduate students in special education, identifying the elimination of segregated therapy space as a barrier to inclusion, facilitating establishment of communication centers in five classrooms, and advocating for the least restrictive environment to the Committee on Preschool Special Education (CPSE). Analysis of the outcomes revealed that systemic change in the delivery of speech and language therapy did occur. Twenty-three children used the communication center for speech therapy in their classroom. Head Start teachers and graduate students exhibited changed attitudes about inclusion. The number of CPSE's recommending therapy in the least restrictive environment went from zero to two. Appendices include profiles of the education staff, an inclusion attitudes/beliefs instrument, a workshop outline, and notes for an inclusion presentation. (Contains approximately 100 references.) (Author/JDD)

ED 373 501 EC 303 270

Stowers, Mary M.
Enabling Parents Who Seek Information about Child Development and Community Resources To Find Answers through a School Based Resource Center.
PUB DATE- 94
NOTE- 83p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development; *Disabilities; Early Childhood Education; *Early Intervention; Information Needs; *Information Seeking; *Information Services; *Parent Education; Parent School Relationship; Program Development; *Resource Centers; Skill Development
IDENTIFIERS- *Family Needs

This practicum addressed the problem of families having insufficient skills and resources necessary for locating information about the physical, socioemotional, and academic

ED 373 519 EC 303 288

Utah State Board of Education Special Education Rules. Revised.
PUB DATE- May 93
NOTE- 193p.; Appendix H is not included with the document. It is reviewed annually and updated periodically. Refer to the latest revision.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Educational Legislation; Educational Principles; Elementary Secondary Education; Federal Legislation; *Federal Regulation; Program Administration; School Districts; School Responsibility; *Special Education; State Programs; State Standards; Student Needs
IDENTIFIERS- *Individuals with Disabilities Education Act; *Utah

These special education rules outline requirements to which Utah's local education agencies, state-operated programs, and other public and private agencies providing publicly funded education and related services to students with disabilities must adhere. The rules are in compliance with the requirements outlined in the Individuals with Disabilities Education Act regulations. They spell out requirements in the following areas: general provisions; responsibilities of the state Office of Education; student identification, location, and evaluation; service delivery; due process hearing procedures; administration and governance; and funding. In addition to the rules, the document contains the Utah Agenda for Meeting the Needs of Students with Disabilities, which is a framework for special education and includes statements such as: every individual has unrealized potential for growth and the ability to learn, every individual is entitled to effective education and services consistent with his/her unique needs, and student learning is enhanced when reciprocal accountability exists among the individual, family, community, and educational system. Appendices address regulations governing placement of eligible students with disabilities in private residential schools; vocational rehabilitation services; elementary and secondary program of studies and high school graduation requirements; state certification endorsements for special education, school psychologist, and school social worker; Utah special education law; Coordinating Council for Persons with Disabilities; and an interagency memorandum of understanding. (JDD)

ED 373 520 EC 303 289

Educator Guidelines for Serving Students with Traumatic Brain Injuries. Revised Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; *Head Injuries; Incidence; *Intervention; Legal Responsibility; *Neurological Impairments; Records (Forms); Staff Development;

ED 373 538 FL 022 155

Carney, Carmen Vega; Franciulli, Matilde
The Use of Authentic Reading Materials in the Business Language Classroom.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Classroom Techniques; College Second Language Programs; Course Descriptions; Difficulty Level; Graduate Study; Higher Education; *Instructional Materials; International Trade; Languages for Special Purposes; Lesson Plans; Media Selection; *Reading Instruction; Reading Materials; Second Language Instruction; *Second Languages; *Spanish
IDENTIFIERS- *Authentic Materials; Schema Theory

The selection and use of authentic reading materials for Spanish instruction of graduate-level international management students is described. Focus is on materials used in the second and third semesters of a 3-semester language course designed to foster communication skills. In the early part of the second semester, students present oral reports on assigned, non-authentic reading. They are then assigned a magazine article, an authentic text from a publication common in Latin America. At this stage, it is found that student reading problems are most often linked to decoding issues or lack of background knowledge, and that reading techniques based on schema theory are most useful in teaching reading skills. Articles relating to business or Latin American culture and politics are selected. In the third semester, one-page articles on Latin American politics and economics from another magazine are assigned for reading. Students at this stage often request readings with more general cultural content, but the magazine also contains practical articles on business. Student response to five articles is analyzed briefly. Lesson plans, developed similarly at both levels, generally include specific reading objectives and pre- and post-reading activities. Pre-reading activities are used less at the higher instruction level. (MSE)

ED 373 539 FL 022 171

Carter, Ronald; McCarthy, Michael
Grammar and the Spoken Language.
PUB DATE- Mar 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Descriptive Linguistics; *Discourse Analysis; *English (Second Language); Foreign Countries; *Grammar; Grammatical Acceptability; Language Research; Language Usage; Metalinguistics; *Oral Language; Second Language Instruction; *Second Language Learning; Sentence Structure; *Standard Spoken Usage; Traditional Grammar

ED 373 560 FL 022 360

Mansour, Gerda
Multilingualism and Nation Building. Multilingual Matters 91.
PUB DATE- 93
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; African History; Colonialism; Cultural Pluralism; *Developing Nations; Foreign Countries; Government Role; Language Attitudes; *Language Role; *Multilingualism; Nationalism; Official Languages; Public Policy; Social History; *Sociocultural Patterns; *Sociolinguistics
IDENTIFIERS- *Africa (West)

This book examines the phenomenon of multilingualism in West Africa from a historical, social, and environmental perspective. Chapter 1 explains why the catalogue of African languages established by linguists is not reliable for assessing the linguistic diversity of the region. It also discusses studies that show that the linguistic behavior in multilingual countries is governed by social rules. Chapters 2 and 3 address vertical and horizontal multilingualism in West Africa, considering situations in which several languages occupy the same physical space while forming part of one stratified social organization, and other situations in which small autonomous societies live side by side with little contact. Chapter 4 discusses how the conquest and colonization of West Africa by Europeans arrested the development of socially and linguistically homogeneous societies. Chapter 5 presents an analysis of the resulting sociolinguistic situation in contemporary West African countries. Chapter 6 discusses the impact of linguistic diversity on internal conflict in West African nations, while chapter 7 focuses on the two basic options available to multilingual nation, assimilation or pluralism. Chapter 8 examines the language policies of African leaders, the majority of whom have decided to maintain the ex-colonial language as the official language. (Contains 129 references.) (MDM)

ED 373 561 FL 022 361

McGonigal, Charles
Student Motivation in the Classroom.
PUB DATE- May 94
NOTE- 57p.; Master's Thesis, Saint Xavier University, IL.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Class Activities; *Classroom Techniques; Cooperative Learning; High Schools; *High School Students; Parent Participation; Questionnaires; *Second Language Instruction; Self Esteem; Spanish; Student Alienation; Student Attitudes; *Student Motivation; Student Participation; Teaching Methods

This report describes a program for increasing student effort and achievement through the use of motivational strategies. The teaching staff at a high school in an upper-middle class urban area in Illinois noted that many students in a second-year high school Spanish class appeared unmotivated, demonstrated minimal

ED 373 581 FL 022 434

Dolson, David P.
Assessing Students in Bilingual Contexts: Provisional Guidelines. Prepublication Edition.
PUB DATE- Jul 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Dialects; *English (Second Language); Evaluation Criteria; Evaluation Methods; Language Skills; *Language Tests; *Limited English Speaking; *Measurement Techniques; State Standards; *Student Evaluation; Testing
IDENTIFIERS- California

The guidelines for assessment of limited-English-proficient (LEP) students in California public schools are one result of a recent statewide study of instruction and services for language minority children. An introductory section offers background information. Five subsequent sections present the specific guidelines, with explanation. The guidelines address the following issues and principles: an assessment procedure for each student; annual assessments for learners of English as a Second Language; handling special cases; assessment of students in some other categories, not classified as LEP; independent and separate development in English and native languages; avoidance of translation; separately structured assessment for each language; dealing with dialects; need for student background information for assessment purposes; data management for proper analysis; clarifying the role of staff; disseminating key messages concerning assessment to students and parents; and recognizing superior performance. Appended materials include notes on construction of bilingual instruction programs, information on the California Learning Assessment System, and a sample student data collection form, with instructions. (MSE)

ED 373 582 FL 022 435

Peirce, Bonny Norton
Language Learning, Social Identity, and Immigrant Women.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; English (Second Language); *Females; Feminism; Foreign Countries; *Immigrants; *Language Attitudes; *Linguistic Theory; Longitudinal Studies; *Power Structure; *Second Language Learning; Socioeconomic Influences; Student Attitudes
IDENTIFIERS- Canada; *Poststructuralism

This paper argues, using a feminist poststructuralist perspective, that second language acquisition (SLA) theorists have struggled to explore the relationship between the language learner and the social world because they do not question how various joint training efforts involving unions, employers, local governments, and community organizations were reviewed. It was concluded that the federal government should fund a national training effort aimed at enhancing the skills of incumbent workers, states should be responsible for choosing the most effective means of administering federal training programs, and national training policy should focus on underserved groups and programs contributing to the establishment of strong employment and training systems. The importance of developing/implementing youth apprenticeship or school-to-work transition programs was emphasized. It was recommended that funding for a national training policy come from either general revenue or a dedicated payroll tax. The start-up funding required for a national training policy was estimated at $375 million, with subsequent funding levels of $2 billion annually thereafter. (Appended is a table summarizing 10 studies of the effects of skills/training on economic performance. Contains 49 references.) (MN)

ED 373 141　　　　CE 064 967

Lynch, Lisa M.
Strategies for Workplace Training. Lessons from Abroad.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Case Studies; Comparative Analysis; *Educational Change; Educational Policy; Educational Practices; *Educational Strategies; *Financial Support; Foreign Countries; Government Role; *Industrial Training; Inplant Programs; National Programs; Partnerships in Education; Policy Formation; *Public Policy; School Business Relationship; *Skill Development; Tables (Data); Taxes; Training Methods
IDENTIFIERS- Australia; France; Germany; Japan; Sweden; United Kingdom; United States

Workplace training strategies in selected foreign countries were examined from the standpoint of their relevance to development of a national training policy in the United States. Case studies of the following were conducted: apprenticeship training in Germany, enterprise-based training in Japan, stimulation of training by training taxes in France and Australia, local training consortia in the United Kingdom, and government-supported training in Sweden. The following menu of policy options was proposed: federal funding of training consortia composed of individuals from employers' associations, unions, schools, local government, and other training institutions; incentives and tax credits for firms with substantial training expenditures; a national training levy with lower rates for smaller firms to stimulate firm-provided training; establishment of occupational skill standards by industry and a national standard of certification of workplace skills; expansion of apprenticeship programs outside the traditional manufacturing sector; additional financial support for youths to acquire training off the job; a national clearinghouse of information on successful training initiatives and available resources; and coordination of all federal training initiatives with regional, state, and local industry efforts. Contains 41 references and 12 tables. (MN)

ED 373 142　　　　CE 065 059

strategically for adult education. Included in the document are handouts and worksheets with activities on the following topics: understanding and developing strategic plans; profiling an AEO from the standpoint of its strengths, weaknesses, opportunities, and threats; identifying organizational values for an AEO; developing a mission statement; formulating a vision statement; selecting an action strategy; and translating values, missions, and visions into actions. Contains 17 references. (MN)

ED 373 161 CE 066 959

Alawy, Abdillahi S.; Safrit, R. Dale
Expert Identification of In-Service Training Needs of Field Agents Working in Training and Visit (T&V) Systems of Extension.
PUB DATE- 25 Mar 94
NOTE- 9p.; Paper presented at the Annual Conference of the Association for International Agricultural and Extension Education (Washington, DC, March 25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agricultural Education; *Developing Nations; Educational Needs; *Extension Agents; *Extension Education; Field Instruction; Foreign Countries; *Inservice Education; *Needs Assessment; Program Improvement; Training Methods; Vocational Education

A study used the opinions of 25 recognized experts in international extension education to identify the in-service training needs of field agents working in training and visit (T&V) systems of extension in developing countries. A pilot-tested nine-item interview schedule was used to interview 25 experts with work and/or consultation experience in international agricultural systems (preferably T&V systems). Inductive data analysis procedures were used to analyze the responses of 20 of the experts contacted. Although the technical component of T&V in-service training was considered fairly successful in transferring technical information to agents, 95% of the experts interviewed rated training in process and delivery skills as deficient. The reported availability of extension trainers and training materials, equipment, and facilities varied by country. Problems were biggest in most countries in sub-Saharan African and Asia. Extension agents' involvement in conducting and planning training sessions was rated minimal at best. Transportation was deemed the most crucial problem facing T&V systems. Role playing and hands-on activities were cited as the most effective teaching methods for in-service training. Eight implications/recommendations regarding T&V inservice training were formulated. Contains 12 references.) (MN)

ED 373 162 CE 066 960

Safrit, R. Dale; King, Jeff E.
Nurturing Community Growth and Enrichment through Adult Volunteerism in Urban Communities.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the International Conference on the Practice of Adult Education and Social Development (Jinan, China, April 13-18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

designed from an ecosystemic perspective, was conducted in three phases. During phase 1 (1990), the professional members of the research team conducted six assertiveness training and parenting education groups in the community. During phases 2 and 3 (1991-1992), the research team conducted training courses for paraprofessionals in assertiveness and parenting skills and monitored the "spread" of skills into the community by making personal visits to new groups and holding feedback meetings with trainees. By the end of the 1-year follow-up period, the 23 people originally trained had disseminated the knowledge gained during their training to approximately 300 people. The trainees had implemented various activities, including courses, workshops, and meetings. The trainees' success in spreading their newly acquired skills in their own communities was not evaluated. It was recommended that future training of paraprofessionals be targeted toward people with extroverted personalities and that the training program's skills training and course-conducting components be split into two separate courses. Appended are course outlines for four assertiveness training and parenting skills sessions presented during the study. (Contains 80 references.) (MN)

ED 373 180 CE 067 000

In Pursuit of Empowerment: A Survey Assessing the Need for Professional Development Activities for Teachers and Administrators Providing Vocational Education for Students with Disabilities in Florida.

PUB DATE- Jun 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Disabilities; *Educational Needs; Needs Assessment; *Professional Development; Questionnaires; School Districts; Secondary Education; State Surveys; Statewide Planning; Teacher Attitudes; Two Year Colleges; *Vocational Directors; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Empowerment; *Florida

A study examined the need for professional development (PD) activities for teachers and administrators providing vocational education for students with disabilities in Florida. Separate teacher and administrator surveys consisting of statements to be rated on a Likert scale were mailed to the administrators responsible for direction of vocational education in Florida's school districts, community colleges, and area vocational-technical centers (AVTCs) and to a sample of teachers who had been randomly selected from lists of advisers to local vocational student organizations and program directories. The response rates were as follows: school district administrators, 65%; community college administrators, 60%; AVTC administrators, 54%; and teachers, 23%. The responses indicated a clear and present need for more PD activities to prepare vocational teachers to help students with disabilities succeed in vocational education and to increase awareness of available financial and human resources. An overwhelming preference for PD activities conducted at the local level was expressed. The following recommendations were made to the State Board of Career Education: encourage the implementation of interdisciplinary interagency PD activities, develop and disseminate a model PD strategy for school districts and community colleges, and continue supporting PD activities at

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Competition; Economic Factors; *Entrepreneurship; *Free Enterprise System; Learning Activities; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; *Success; Supply and Demand; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship; Small Business Administration

This instructor guide for a unit on small business in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: small business' role in history, the Small Business Administration's definition of small business, small business' place in society and the economy, effects of competition on small business, effects of the law of supply and demand on small business and profit, the importance of the profit motive and small business in the world economy, major factors contributing to small business success, and types of small businesses. (MN)

ED 373 198 CE 067 032

Business Opportunities. Unit 3. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-3.
PUB DATE- 94
NOTE- 23p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; Careers; *Competency Based Education; Economic Change; Economic Factors; *Economic Opportunities; *Employment Opportunities; *Entrepreneurship; International Trade; Learning Activities; Marketing; Population Trends; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides; Technological Advancement
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Credit (Finance); Eligibility; *Entrepreneurship; Learning Activities; Managerial Occupations; *Merchandising; Postsecondary Education; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- Customer Relations; *Customer Services; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on customer credit in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of eight references. Model assessment responses are provided in the instructor materials. These five objectives are addressed: identify the different types of credit; give the reasons for offering customer credit; identify the advantages and disadvantages of customer credit; describe the basic guidelines for evaluating credit applicants; and examine credit collection procedures. (YLB)

ED 373 215 CE 067 049

Risk Management. Unit 20. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-20.
PUB DATE- 94
NOTE- 20p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; Decision Making; *Entrepreneurship; Insurance; Learning Activities; Managerial Occupations; Postsecondary Education; *Risk; *Risk Management; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship; *Risk Management

This instructor guide for a unit on risk management in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide

(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advertising; Behavioral Objectives; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; *Merchandising; Postsecondary Education; Publicity; Public Relations; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on promotion in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the purpose of promotion, the promotional mix, public relations and publicity, the options of sales promotion, selection of promotional ingredients, creation of promotional mixes and promotion campaigns for small businesses, and ways of dealing with unfavorable publicity. (MN)

ED 373 232 CE 067 066

Selling. Unit 16. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-16.
PUB DATE- 94
NOTE- 27p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advertising; Behavioral Objectives; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; *Merchandising; Postsecondary Education; Publicity; Public Relations; *Salesmanship; Secondary Education; Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on selling in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; Credit (Finance); *Entrepreneurship; *Financial Aid Applicants; Financial Needs; *Financial Support; Learning Activities; Managerial Occupations; Master Plans; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses; Strategic Planning; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business finance in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These four objectives are addressed: determine options for financing one's business; discuss the financial information included in a business plan; justify one's financial projections; and explain the use of a loan application package. (YLB)

ED 373 249 CE 067 083

Legal Issues. Unit 12. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-12.
PUB DATE- 94
NOTE- 32p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; Business Education; *Civil Law; *Competency Based Education; *Compliance (Legal); Contracts; Copyrights; *Entrepreneurship; Federal Legislation; *Federal Regulation; Learning Activities; Patents; Postsecondary Education; Secondary Education; Small Businesses; State Legislation; Teaching Guides
IDENTIFIERS- *Business Law; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on legal issues in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, an Adult Ed. Union" (Rhonda Seidman, Lisa Schwartz, and Barbara Neumann). (KC)

ED 373 266   CE 067 105

Loughlin, Kathleen A.
Imagination & Transformative Learning.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Attitude Change; *Change Agents; Cognitive Structures; *Consciousness Raising; *Educational Change; Educational Improvement; Females; Imagination; Self Concept; *Self Determination; Social Cognition; Student Motivation; Values Clarification; *Womens Education; Womens Studies

Research was conducted to gain insight into both the facilitators of consciousness-raising and the nature of this emancipatory process. Consciousness-raising was defined as a transformation of consciousness in which individuals experience critical reflection and action that develops a deepened consciousness of their situation leading them to understand that situation as a historical reality that can be changed. The sample consisted of 24 white middle-class women who had experienced a transformation of consciousness related to women's issues and were acting for structural change of society through communications, politics, religion, or education. The women were identified through books and journals and networking. Data gathered through open-ended interviews suggest that for these women the primary transformative learning within Consciousness-raising was learning to center their knowing process within their own experience. This process occurred through an envisioning process as a factor in change agents' commitment to act for social change. The primary learning these women experienced was a transformation of themselves as knowers. They spoke of previously being alienated in their knowing and assuming a passive role by internalizing others' definitions of reality. They changed this perception primarily through discussion with other women and began to take a more active role in their own lives. The implications of the findings for educational practice include the importance of attending to the primacy of experience, the diversity of knowing, and the exercise of imagination and choice to design learning experiences that are relevant to learners. (Contains 14 references.) (KC)

ED 373 267   CE 067 106

Loughlin, Kathleen A.
Emancipatory Learning of Change Agents: Context and Description.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Attitude Change; *Change Agents; Cognitive Structures; *Consciousness Raising; *Educational Change; Educational Improvement; Females; Self Concept; *Self Determination; Social Cognition; Student Motivation; Values Clarification; *Womens Education; Womens Studies
IDENTIFIERS- *Emancipatory Learning

A study was conducted to gain insight into the process that development, to provide resources in this area, and to encourage the development of comprehensive policies that feature strong educational components. Chapters include the following: (1) Introduction; (2) The Policy Development Committee; (3) Elements of Risk Management; (4) Key Policy Elements; (5) Presentation of the Policy; (6) Education; (7) Summary of Action Steps; (8) References and Footnotes; and (9) Additional Information Resources. The important aspects of policy stressed are: (1) having support from the highest level of the institution; (2) involving everyone on campus; (3) designing a policy to meet specific institutional requirements and applicable laws (risk management); and (4) continuing education on the impacts of alcohol use. The lack of agreement in what constitutes abusive consumption, what an alcohol-related problem is, or even what "moderation" or "responsible use" really means makes the creation of policy necessary and difficult. (KM)

ED 373 286 CG 025 593

Jones, Michael R.
Adjustment of Children Reared by Their Grandparents.
PUB DATE- 22 Aug 93
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Child Caregivers; Child Development; Child Neglect; *Child Rearing; Children; *Family Environment; Family Life; Family Relationship; *Grandchildren; *Grandparents; Parent Child Relationship
IDENTIFIERS- Child Behavior Checklist

This paper explores the factors involved in the adjustment of children who must live with grandparents. Some studies indicate these children may be at higher risk for the development of psychopathology and pre-delinquent behavior. In contrast, other studies seem to indicate the love and care of supportive grandparents can lessen the impact of a previously discordant family. The paper summarizes three themes from the literature concerning grandparents: (1) When children with absent parents live with their grandparents, they are much more vulnerable to emotional and behavioral problems; (2) high quality parent-child relationships reduce the impact of stress on children; and (3) the grandparent-grandchild relationship may provide a significant nurturing and buffering environment for children living with them. Recent studies explored the adjustment of grandchildren being raised by grandparents and found two important factors: (1) the quality of the relationship; and (2) the income level. Two studies performed imply that children can achieve a relatively problem free adjustment when living with caring grandparents. The paper cautions that these results should not be generalized since the sample population was quite small and not randomly selected, and the quality of relationship scores were skewed. Contains 29 references. (KM)

ED 373 287 CG 025 594

Hayes, Stuart F.
Empowering Multiple Cultural Identities of Bisexual Women and Men.
PUB DATE- 21 Aug 93

focused on hierarchical levels of meaning. Subjects were 31 fifth, 32 seventh, and 21 tenth graders attending single-gender private schools in the Washington, D.C. metropolitan area, and 70 college undergraduate students in an introductory psychology course at the University of Maryland. Cognitive words form a category within the internal state lexicon and may be central to accessing, monitoring, and transforming internal states, all of which seem to be processes critical to reading comprehension. Cognitive word knowledge was positively correlated with achievement scores. The correlations with cognitive word knowledge were higher for verbal (vocabulary and reading comprehension) than quantitative achievement scores, and cognitive word knowledge increased with age. However, the order of acquisition of cognitive words depended on a complex interaction between the frequency of the cognitive word in established word frequency counts, the level of meaning as determined by the conceptual difficulty hierarchy, and whether the cognitive word was a cognate of "think" or "know." (Contains 61 references, 6 tables, and 3 figures of data. The cognitive word task is attached.) (Author/RS)

ED 373 306 CS 011 805

Glynn, Shawn M.
Teaching Science with Analogies: A Strategy for Teachers and Textbook Authors. Reading Research Report No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Instructional Effectiveness; Learning Strategies; Models; Reading Research; *Science Instruction; *Scientific Concepts; Secondary Education; Teacher Behavior; *Textbook Evaluation; Textbook Research
IDENTIFIERS- *Analogies

This paper describes the role of analogy in science instruction and presents new research on the Teaching-With-Analogies model. After an introductory section, the paper discuses learning science meaningfully, including constructing relations, strategies for learning conceptual relations, the definition of analogy, effectiveness of analogies, and misconceptions caused by analogies. The model described in the paper began with a task analysis of 43 middle school, high school, and college textbooks to identify how the textbook authors used analogies to explain new concepts. The paper notes that the task analysis was supplemented by a study of 10 exemplary middle school science teachers. The model described in the paper provides guidelines for constructing analogies systematically and using them strategically during science instruction to explain important concepts in ways that are meaningful to students. The paper shows how exemplary teachers and authors construct effective analogies to help students build on their own relevant knowledge by activating, transferring, and applying it to new knowledge acquired from textbooks. Contains 44 references, 2 tables of data, and 4 figures illustrating aspects of various analogies. (RS)

ED 373 307 CS 011 806

Walker, Julie; And Others

high school instructor and her students when they attempted to select their best "essays" for a contest the school was holding. The students in this class found that some of their best writing occurred not in their "final essays" but in the descriptive pieces they wrote about those "final essays"; or rather, no single piece of writing represented the culmination of their work. For them, the process of learning and discovery was continual, not complete as of the paper's due date. One student who had waited over 20 years to go to college, for instance, continued to revise her view of why she did not go to college when she was younger. Other students found that through a dialogue with each other on the computer screen they were forced to confront the opposition's evidence; as a consequence their own views changed radically. Dialogues of this sort along with small group work and various exercises that emphasize writing processes help students to take responsibility for their own learning and development. Collage essays, essays that ask students to piece together bits of their writing completed over the semester, offer a further means of allowing students to reflect on their own development. (Includes two figures, an example of a collage essay and a cartoon.) (TB)

ED 373 327   CS 214 446

Hayes, Christopher G.
Some Questions for Feminist Rhetoric.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Feminism; Higher Education; *Rhetoric; Writing (Composition)
IDENTIFIERS- Educational Issues; *Feminist Criticism; *Feminist Pedagogy; Feminist Scholarship

Some questions about feminist rhetoric would include the following. Should a speaker resist the phallocentric rhetoric of the academy by refusing, resisting or otherwise willfully choosing not to say, "Here are my points, Here are my conclusions, Here is my argument that I hope to persuade you to believe?" Should a speaker foster a discourse that is indirect, digressive, open, exploratory, responsive and interconnected as opposed to linear, closed, authoritative and objectively logical? Should that speaker try to feature his or her feelings as well as his or her criticism? But then what if the voice of authority or criticism dominates? Along these lines, how does the speaker construct a classroom environment and writing curriculum for underprepared composition students? How does he or she reconcile the seemingly conflicting claims of feminism (and other) researchers? For instance, while researchers such as P. Annas, J. Eichhorn et al, N. Schniedewind, and M. Woolbright (among legions of others) suggest that collaborative pedagogy and a shared-authority classroom enhance learning for female (and many male) students, how does the speaker reconcile that perspective with the findings of G. Jensen and J. DiTiberio, which suggest that introverts learn best when alone. Should the speaker take "authority" in the classroom? Should he or she adopt an authority-driven teaching method that changes students' preferred learning styles and challenge their gender identities? If language is a trap, if the master's language is oppressive, what then is the speaker to teach? (Contains 45 publication discusses effective writing instruction and the writing process. The second part discusses narratives and concept of story. The third part addresses preparation for the North Carolina Writing Assessment. A 192-item list of authors and titles of children's books (arranged by topic) and a 39-item professional bibliography on writing are attached. (RS)

ED 373 347 CS 214 472

Francis, Mardean; McCutchen, Deborah
Strategy Differences in Revising between Skilled and Less Skilled Writers.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; Grade 7; Junior High Schools; *Revision (Written Composition); *Writing Achievement; Writing Improvement; Writing Research; *Writing Strategies
IDENTIFIERS- *Collaborative Writing; Dialogic Communication

A study explored how students of differing writing abilities (high, middle or low) approached a revising task that called for both editing (surface level changes) and revising (meaning level changes) and the effect that marking error location had on students' ability to detect and correct the two kinds of errors. Subjects, 12 seventh graders, were paired to form two skill-level dyads for each ability level. Each dyad was then assigned to revise either two texts in a marked condition (with sentences containing errors highlighted) or two texts in an unmarked condition. Discussions of the dyads were tape-recorded, transcribed, and analyzed. Results indicated that: (1) high-ability students appeared able to consider both texts holistically and segment them at the sentence level; (2) low-ability students considered the paragraphs holistically and never considered the text globally; (3) middle-ability students in the marked condition performed more like the high ability students, but those in the unmarked condition behaved more like low-ability students; (4) marking seemed to cause the students to focus on the highlighted sentences and not consider the text as a whole; and (5) higher ability dyads displayed more confidence toward their ability to do the revising task. Findings suggest that students who are less skilled in writing would benefit greatly from instruction that focus them on comprehending texts as a whole first, followed by activities that give them practice rearranging ideas at the sentence level. (Contains 18 references. Two sample marked and two sample unmarked texts are attached.) (RS)

ED 373 348 CS 214 475

Toso, N. Erec
On the Personal Essay, Mentoring, and Conversation.
PUB DATE- Mar 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

changes wrought by population growth and the development of the mass media. One sense of community takes the grammatical form of "the community of..." representing a homogeneous community. A community based on the principle of the common good considers its members to be entitled to have a say in whatever measures might affect them. Another version of community arises from the term's roots in commonality. Community can also serve as a means of self-identification on the basis of shared circumstances. An interpretation of community often tied to gender distinguishes between public and private issues. Community can represent a danger easily overlooked if unity is always treated as benign cooperation. Richard Sennett issued a warning about the dark side of community by recalling an often-repeated slogan of the Nazism: destructive "Volksgemeinschaft." The concept of community also creates problematic discursive arrangements. Membership in communities should be reconfigured to approximate what Ludwig Wittgenstein describes as family resemblances. Rhetorical scholarship needs to reveal the grounds of associative networks among communities, even if such a task must proceed without a definite blueprint that imposes a pattern that discursively forged alliances obey. (Contains 36 references.) (RS)

ED 373 367   CS 508 654

Myrick, Roger; And Others
Representation of AIDS in Televised Public Service Announcements: The Discursive Practices of Government in the Constitution of Knowledge about AIDS.
PUB DATE- Oct 92
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Audience Awareness; Discourse Analysis; Federal Government; *Health Education; Homosexuality; Information Sources; Mass Media Role; Media Research; *Persuasive Discourse; *Television Commercials
IDENTIFIERS- Advertising Effectiveness; *Health Communication; Message Design; *Public Service Advertising

Using a textualist approach (looking at meaning above and beyond overt message elements), a study examined televised public service announcements (PSAs) about Acquired Immune Deficiency Syndrome (AIDS) produced by the Ad Council and the United States Department of Health and Human Services. Both ads identify young people who should be concerned about the disease as only heterosexual. By ignoring the homosexual, the message becomes not one which educates teenagers in general, but rather one which constitutes the relevant, natural subject as the subject who engages in heterosexual activity. In the Ad Council PSA, the Council communicates an educative message about the dangers of drugs and the HIV infection. AIDS then comes to be defined not primarily as a medical problem, but rather as a social problem, like drugs--AIDS is defined as a punishment that befalls those members of the society who deviate from societal norms. In the government ads, specific information about AIDS is withheld and can only be obtained by calling a toll free phone number. Beyond the educative function of the phone, other avenues here seem to be films designed and shaped for specific psychographic and demographic audiences, the most recent direction the national health and gay organizations are early adolescents during the past decade. Among the articles contained in Part 1, titled "Successful Middle Level Schools: What They Are and What They Could Be," are "Middle Level Schools as They Should and Could Be" (William M. Alexander); "A Consumer's Guide to Middle Level Education" (NASSP Council on Middle Level Education); "Four Climates of Effective Middle Level Schools" (J. Howard Johnston with J. Maria Ramos de Perez); "Middle Level School Grades and Program Development" (Conrad F. Toepfer, Jr.); "Middle Level Schools--Once Around the Elephant" (John Lounsbury); "Middle Level Programs: More Than Academics" (Sally N. Clark and Donald C. Clark); and "Dance to the Music of Time: The Future of Middle Level Education" (James A. Beane). Part 2, which deals with middle-level programs and curriculum, includes among other articles: "Interdisciplinary Teaming: Organization, Rationale, and Implementation" (Sally N. Clark and Donald C. Clark); "Interdisciplinary Studies at the Shelburne Middle School" (John J. Winton); "Moving Into and Out of the Middle Level School" (Edward N. Brazee); "Helping Middle Level Early Adolescents from Broken Homes" (Robert Allers); "Heterogeneous Grouping in Middle Level Schools: Leadership Responsibilities for Principals" (Conrad F. Toepfer, Jr.); "Planning Gifted/Talented Middle School Programs: Issues and Guidelines" (Conrad F. Toepfer, Jr.); "The Ability/Achievement Dilemma of Gifted Middle Level Girls" (Linda R. Kramer); "Interscholastic Athletics and Middle Level Education: To Have or Not To Have?" (Conrad F. Toepfer, Jr.); "What Values Are We Teaching, Should We Teach, at the Middle Level?" (John Lounsbury); and "Algebra Isn't the Answer: Alternatives to Enrich Eighth Grade Mathematics" (Fernand J. Prevost). Part 3, which examines issues in school restructuring and leadership, includes the following among the articles in this section: "Interview with William T. Gruhn" (George Melton); "Middle Level Educational Programs: Making the Ideal a Reality" (Donald C. Clark and Jerry W. Valentine); "Reorganizing Middle-Level Education: What To Consider and How To Proceed" (Ted A. Beranis); "Staff Development Programs for Middle Level Schools" (Donald C. Clark and Sally N. Clark); "Restructuring Middle Schools: Strategies for Using Turning Points" (Sally N. Clark and Donald C. Clark); "Leadership in the Middle Level School: An Imperative for Excellence" (Robert Shockley, Larry Holt, and Yvonne Meichtry); and "School Restructuring: A Leadership Challenge for Middle Level Administrators" (Sally N. Clark and Donald C. Clark.) (LMI)

ED 373 386   EA 025 784

Gold, Steven D., Comp.; And Others
Public School Finance Programs of the United States and Canada 1990-1991. Volumes One and Two.
PUB DATE- 92
NOTE- 691p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditures; *Federal Aid; Foreign Countries; *Public Education; School Taxes; *State Aid
IDENTIFIERS- *Canada; *United States

These volumes update the three previous editions (published for 1976-77, 1978-79, and 1986-87) by describing school finance programs in 1990-91 in the United States and Canada. This brief historical overview of antidiscrimination legislation in Wisconsin is presented. Other sections include a table of related civil rights laws, a copy of the Wisconsin statute and administrative rule, definitions of terms, a table for measuring compliance with policy and procedural requirements, answers to commonly asked questions, and a list of Department of Public Instruction resources. Appendices contain the following: examples of required policies and procedures, a description of school-district complaint process, elements of the Wisconsin statute and rule, an annual reporting form, and a 5-year self-evaluation summary form. (LMI)

ED 373 404 EA 026 013

Directory of State Education Agencies, 1994.
PUB DATE- 94
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Information Sources; National Organizations; Professional Associations; *State Agencies; State Boards of Education; *State Departments of Education; State Government

The "Directory of State Education Agencies" is published approximately annually by the Council of Chief State School Officers (CCSSO). The 1994 edition is the 11th in the series. Each edition normally includes current information on key personnel in the state education agencies, state governors, members of state boards of education, selected national educational organizations, and U.S. Department of Education personnel. Sections contain contact persons, addresses, phone numbers, and when available, FAX numbers. (LMI)

ED 373 405 EA 026 014

Growing toward Excellence: Standards for School Nutrition Programs in North Dakota.
PUB DATE- Dec 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Food Service; Foods Instruction; *Food Standards; Guidelines; *Lunch Programs; Nutrition; *Program Evaluation; *Public Schools; Sanitation; Self Evaluation (Groups); *State Standards
IDENTIFIERS- *North Dakota

The American School Food Service Association (ASFSA) has encouraged each state to adapt "Standards of Excellence" for school nutrition programs. The North Dakota Department of Public Instruction (NDDPI), in cooperation with the North Dakota School Food Service Association (NDSFSA), has developed this document, "Growing Toward Excellence." The document contains criteria to which programs must conform in order to be considered high-quality operations. Program excellence is achieved by serving quality food, implementing the USDA dietary guidelines, providing nutrition education, involving students and the community, practicing sound management, implementing personnel standards, and promoting programs. The guidelines are maximize or minimize the differences between males and females. Unless schools directly confront institutional racism and sexism, they are not dealing with the issues. Regarding gender equity in school administration, there are now more women in educational administration, primarily in elementary and secondary principalships. However, very few superintendents are women. Women's move into administration has been accompanied by a change from authoritarian, top-down leadership to participatory leadership. In conclusion, schools continue to be institutions that perpetuate the unearned privilege of being male, white, and economically well off. Gender equity applies to both boys and girls and crosses all racial, ethnic, and class lines. (LMI)

ED 373 424 EA 026 033

Brouillette, Liane
A Geology in School Reform: Past Reforms Interact with New As a School District Implements Shared Decision Making.
PUB DATE- 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; Equal Education; Equal Facilities; *Participative Decision Making; *Program Implementation; Resistance to Change; *School Based Management; School Restructuring; *Superintendents

This paper summarizes an ethnohistorical study of the way in which a medium-sized suburban school district's implementation of site-based, shared decision making interacted with attitudes and procedures created by earlier district reforms. A second focus is on how the adoption of a new curriculum framework, based on a whole-language philosophy and the National Council of Teachers of Mathematics (NCTM) Standards, was influenced by expectations left by the mandated use of criterion-referenced tests under the previous superintendent. Data sources included historical documents, interviews, and participant and nonparticipant observation. A total of 118 people participated in interviews or surveys: 2 school board members; 13 district administrators and specialists; the principal, an assistant principal, and a counselor from each of the district's three high schools; 9 building administrators at the K-9 level; 71 teachers; 7 support personnel; and 7 community members. The effectiveness of site-based, shared decision making was limited by two factors: (1) personnel unwillingness to implement policies; and (2) political and social considerations, such as the state budget shortfall. The new integrated curriculum framework was successfully implemented in the elementary schools and in one high school, but not in the junior high schools or the other two high schools. Shared decision making proved to be useful for addressing problems within the district's administrative control. However, the process did not alter the district's continued vulnerability to important regularities embedded within its social context. For example, decisions about school-based programs aimed at equalizing the educational opportunities of students continued to generate controversy. These findings suggest that the shared decision-making process can offer no more than a partial solution to problems facing school districts today. (LMI) contains the following articles: (2) "Compulsory Schooling in the Western Cultural Context" (John Boli and Francisco O. Ramirez); (3) "Patterns in Higher Education Development: Toward the Year 2000" (Philip G. Altbach); (4) "Donor Agencies and Third World Educational Development, 1945-1985" (Edward H. Berman); (5) "Modernization without Westernization: Assessing the Chinese Educational Experience" (Ruth Hayhoe); and (6) "The Neo-Conservative Paradigm: Recent Changes in Eastern Europe" (Tamas Kozma). Part 3, which presents theoretical frameworks, includes the following three chapters: (7) "Conceptualizing Education and the Drive for Social Equality" (Joseph P. Farrell); (8) "Conceptualizing the Role of Education in the Economy" (Peter Easton and Steven Klees); and (9) "Education and the State: From Adam Smith to Perestroika" (Martin Carnoy). The fourth part, "Contemporary Reform Movements and Emergent Issues" includes the following chapters: (10) "Reforming Educational Governance: Centralization/Decentralization" (Noel F. McGinn); (11) "Public and Private Sectors in Education in India" (Jandhyala B. G. Tilak); (12) "Comparing National Systems of Secondary Schools Leaving Examinations" (Harold J. Noah and Max A. Eckstein); (13) "A Cross-National Study of Teachers" (Harry Judge); (14) "Education Reform in Britain and the United States" (Miriam David); and (15) "Effective Schools in Comparative Focus" (Harry M. Levin). Part 5, "Assessing the Outcomes of Reforms" contains three chapters: (16) "Policy Impact of IEA Research" (Torsten Husen); (17) "Education, Women, and Change" (Gail P. Kelly); and (18) "National Literacy Campaigns in Historical and Comparative Perspective: Legacies, Lessons, and Issues" (Robert F. Arnove and Harvey J. Graff). Endnotes and an index are included. (LMI)

ED 373 443   EA 026 054

West-Burnham, John; Davies, Brent
Quality Management as a Response to Educational Change.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Quality; Elementary Secondary Education; Foreign Countries; National Curriculum; *Organizational Change; School Choice; School Effectiveness; *Total Quality Management
IDENTIFIERS- *United Kingdom

This paper outlines the driving forces behind the restructuring movement in the United Kingdom and examines how quality-management approaches are being adopted by some schools as a response to this change. Key elements in the 1988 National Education Reform Act include a national curriculum, a national system of testing and assessment, formula funding of schools based on pupil numbers, site-based management, and limited school choice. Concepts that define quality are that it is defined by customer needs, defined in terms of fitness for purpose, achieved through continuous improvement, managed through prevention, and measurable. In the educational context, quality is holistic; stresses values, the customer, and continuous improvement; and uses a range of techniques for evaluation. The main areas of activity include mission, leadership, customer focus, and quality assurance. It is concluded that although some schools in United Kingdom are the more they use it the more proficient they become); (4) feelings (self-confidence and good feelings are systematically fostered); and (5) extraction and duplication (students are encouraged to combine components individualistically and to observe high performers of other skills and extract their strategies). When compared to a control group, the experimental group achieved significantly higher spelling scores. These students were also able to generalize the NLP study method to other content areas, specifically mathematics. (Contains 13 references.) (DB)

ED 373 462 EC 303 230

Kavanagh, Kim
Pet Therapy.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Board of Education, Lansing.
PUB DATE- Jun 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; *Disabilities; Helping Relationship; Horses; Organizations (Groups); *Therapy
IDENTIFIERS- *Dogs; Guide Dogs; Monkeys; Pets; *Pet Therapy

This resource guide presents information on a variety of ways that animals can be used as a therapeutic modality with people having disabilities. Aspects addressed include: pet ownership and selection criteria; dogs (including service dogs, hearing/signal dogs, seeing leader dogs, and social/specialty dogs); horseriding for both therapy and fun; and monkeys to provide companionship and independence. Contact information and a brief description of services are provided for 12 organizations which specialize in training animals for use by people with disabilities. (DB)

ED 373 463 EC 303 231

Gonzalez, Patricia
Effectiveness, Compliance, Accountability, and Program Improvement: Perspectives on the Evaluation Requirement. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 28 Jun 94
NOTE- 18p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Federal Aid; Federal Legislation; Federal Programs; Individualized Education Programs; Outcomes of Education; *Program Effectiveness; *Program Evaluation; Program Improvement; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This paper discusses program evaluation as a condition for the receipt of federal funds under Part B of the Individuals with for special education or related services in Colorado. The pamphlet then provides an annotated list of 9 general books on learning disabilities, 10 books for parents, 7 books for students, 4 postsecondary handbooks, 20 audiovisual materials, a main office and Colorado office address and phone number for recorded books on audiotapes, 8 organizations, 6 parent support groups, and 1 camp. (JDD)

ED 373 481 EC 303 249

Colorado Special Education Administrative Decisions 1993: Impartial Hearing Officer Decisions, State Level Review Decisions, Federal Complaint Findings.
PUB DATE- 22 Apr 94
NOTE- 178p.; For a related document, see ED 359 710.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Ancillary School Services; Compensatory Education; *Compliance (Legal); Confidentiality; *Court Litigation; *Disabilities; Discipline; Due Process; *Educational Practices; Elementary Secondary Education; Extended School Year; Fees; Free Education; Graduation Requirements; Individualized Education Programs; Infants; *Legal Responsibility; Mainstreaming; Preschool Education; Private Schools; Residential Programs; Student Evaluation; Student Placement; Teacher Qualifications; Toddlers; Transitional Programs
IDENTIFIERS- *Colorado

This document contains all Impartial Hearing Officer Decisions, State Level Review Decisions, and Complaint Findings issued in Colorado in 1993 and is intended as a resource tool for assuring the provision of a free appropriate public education to children with disabilities. The full text of each decision or finding is preceded by a case summary which includes a listing of key topics, a statement of the issues, the decision and highlights of the decision, and highlights of the discussion. The documents are divided into due process and complaint documents. An index is provided which lists the decisions and findings by key topics. Key topics include: procedural safeguards, due process hearings, extended school year, discipline (suspension and expulsion), free appropriate public education, residential placement, private schools, least restrictive environment, student evaluation, confidentiality of information, related services, individual educational plan, attorney fees, surrogate parents/guardian ad litem program, HIV (human immunodeficiency virus) and other health related issues, qualified instructional personnel, infants and toddlers and other preschool handicapped, graduation and exit, transitional programming, and compensatory services. (JDD)

ED 373 482 EC 303 250

A Blueprint for Building the Future: A Strategic Plan for Special Education Services in Colorado.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Objectives; Educational Planning; Elementary Secondary Education; Long Range Planning; Preschool Education; *Special Education; *Statewide Planning;

development of their young children in an early intervention program. The practicum's goal was to help parents acquire these necessary skills and resources. A family resource center was established on a public school campus, including: books, tapes, toys, and other resource material for families to borrow; information about community agencies; a referral telephone line service; and support group and other information sharing activities. Newsletters about community agency services were distributed to teachers to assist them in making appropriate referrals. Analysis of evaluative data showed that parents gained an understanding of how to use acquired information, expressed an increased feeling of support, and cited specific examples when acquired information was useful. Additionally, teachers demonstrated an awareness of appropriate community referrals. Appendices include the Family Needs Survey, other survey forms, and a pretest/posttest regarding developmental appropriateness of materials and services. (Contains 23 references.) (JDD)

ED 373 502   EC 303 271

Schneiderman, Helen, Ed.
Environmental Controls.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Board of Education, Lansing.
PUB DATE- Mar 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Electronic Equipment; Evaluation Criteria; *Physical Disabilities; Physical Environment; Selection
IDENTIFIERS- *Environmental Control

Environmental control units, or ECUs, are devices or systems which allow for alternate access to electronic or electrical devices and those objects, like draperies and doors, which may be adapted for use with electricity. Such devices offer the person with a mobility limitation the opportunity to control his or her environment, thus enhancing the ability to live, work, and play more independently. An environmental control system consists of a main control unit, an input method, a feedback unit or information display, and the devices to be controlled. More complex systems combine an ECU with a microcomputer or augmentative communication device. Typical input modes include switches, joystick, voice, keypad, or computer interface. ECUs utilize a variety of control schemes, including infrared, ultrasound, radio waves, and AC (alternating current) power lines. Guidelines are presented for choosing an ECU. A table lists 51 ECUs available, the method by which they are accessed, the types of devices controlled, and price range. Each product is then described, and the name, address, and telephone number of the producer or distributor is provided. (JDD)

ED 373 503   EC 303 272

Jeschke, Thomas A.
Special Education: Program Evaluation, 1993-94.
PUB DATE- Apr 94
NOTE- 50p.

*Student Evaluation; Transportation
IDENTIFIERS- Utah

These guidelines were developed for serving students with traumatic brain injury (TBI) in school settings. An introduction reviews the frequency of TBI, range of severity, and legal responsibility for special education services. Guidelines are offered for creating prevention and awareness programs and for implementing staff development. A section on service options discusses identification, re-entry into regular education, special education evaluation, and an Individualized Education Program for students diagnosed with TBI. Procedures for providing student transportation are outlined. Sample forms are offered, such as a re-entry preplanning worksheet, medication procedures, training requirements of staff, and suggestions for classroom accommodations. A resources list provides information on Utah and national agencies and support groups, books and articles, and videos. A glossary and list of acronyms are also presented. Contains six references. (JDD)

ED 373 521 EC 303 290

Walters, Elizabeth; And Others
How To Get Started in Multimedia Instruction.
SPONS. AGENCY- Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
PUB DATE- 9 Apr 94
NOTE- 14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Disabilities; *Educational Technology; Elementary Secondary Education; *Microcomputers; *Multimedia Instruction; Program Development; Purchasing
IDENTIFIERS- Oklahoma

This paper documents the need for new instructional methods to use with students who have disabilities, by citing results from a survey of 46 Oklahoma schools, which gathered data on the modifications used for mainstreamed students with disabilities. Next, the critical research on learning and on computer assisted instruction is summarized. A multimedia project called "Linkway for Oklahoma" is then described, from the initial writing of a grant proposal through various stages of decisions regarding equipment purchases and advantages and shortcomings of particular pieces of equipment. Contains 24 references. (DB)

ED 373 522 EC 303 291

Supported Employment: Long Term Funding Supports and Services for People with Severe Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eligibility; Federal Aid; *Financial Support;

IDENTIFIERS- Ellipsis

This paper argues that second language instruction that aims to foster speaking skills and natural spoken interaction should be based upon the grammar of the spoken language, and not on grammars that reflect written norms. Using evidence from a corpus of conversational English, this examination focuses on how four grammatical features that occur with significant frequency are dealt with in currently popular pedagogical grammars. These include: (1) ellipsis; (2) left dislocation; (3) reinforcement; and (4) indirect speech. The investigation shows that the treatment of these selected features varies from adequate to non-existent in the grammars surveyed. Although research in discourse analysis does offer some helpful insights into the usage of these features, teachers and learners usually have limited access to this research. It is argued that small amounts of actual conversational English can be used imaginatively within inductive and language awareness approaches in the classroom to increase awareness and knowledge of the grammar of conversation. (Contains 32 references.) (Author/MDM)

ED 373 540 FL 022 172

Berman, Robert
EFL Essay Writing: L1 Versus L2 Instruction.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Essays; Foreign Countries; *Grammar; High Schools; High School Students; *Language Proficiency; Second Language Instruction; *Second Language Learning; *Transfer of Training; *Writing Skills
IDENTIFIERS- Iceland

This study examined the effect of English grammatical proficiency on the ability of learners of English as a Foreign Language (EFL) to transfer essay organization skills, newly learned in their first language (L1), to the second language (L2). The subjects were 104 inexpert EFL upper secondary school students from three schools in Iceland. The subjects were divided into three groups: (1) those receiving L1 essay writing instruction; (2) those receiving equivalent L2 instruction; and (3) those receiving no such instruction. Pre- and post-tests administered at the beginning and end of the 12-week research period graded essay organization and grammatical proficiency. The results indicated that the learners who did transfer writing skills from L1 to L2 were assisted by their grammatical proficiency in the target language. (MDM)

ED 373 541 FL 022 174

Kelly, Eileen; And Others
Measuring ASL and Written English Development of Deaf Students.
PUB DATE- 10 Mar 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test,

academic effort, and earned poor grades. Analysis of the probable causes of this situation revealed high levels of student apathy and truancy, along with low levels of self-esteem. In addition, it was suspected that a lack of parental involvement, a lack of responsibility at home, and a lack of English language skills were contributing factors to poor motivation. Solutions strategies implemented to alleviate the problem included the use of cooperative groups, increased individual assistance by the teacher, extrinsic rewards for oral responses, and a varied teaching approach to maintain student interest. These strategies were found to help increase student motivation and performance. Five appendixes include copies of a teacher questionnaire, student surveys, and observation checklists. (Contains references.) (MDM)

ED 373 562 FL 022 362

Cohen, Myrna D.; Tellez, Kip
Variables Affecting the Teacher Implementation of Cooperative Learning Methods in ESL and Bilingual Classrooms.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Classroom Techniques; *Cooperative Learning; Educational Environment; Elementary Secondary Education; English (Second Language); FLES; *Language Teachers; *Program Implementation; Questionnaires; *Second Language Instruction; Spanish Speaking; *Teacher Attitudes; Teacher Role; *Teaching Methods

This study investigated the relationships between variables affecting the degree to which cooperative learning (CL) was implemented by English as a Second Language (ESL) and bilingual teachers. A total of 227 ESL and bilingual public school teachers (K-12) of Spanish speaking language minority students responded to a mailed survey questionnaire that was constructed to examine: (1) teacher beliefs about the acquisition of knowledge, teacher role, and second language instruction; (2) teacher attitudes about various aspects of CL; and (3) teacher perceptions of constraints and opportunities in their school environment. The study found that ESL and bilingual teachers with high interpretive beliefs tended to implement CL more frequently than teachers with low interpretive beliefs. The teachers that most frequently implemented CL were those who perceived the teacher's role to be of a more inclusive nature. (Contains 24 references.) (MDM)

ED 373 563 FL 022 363

Woolford, Ellen
Why Passive Can Block Object Marking.
PUB DATE- 94
NOTE- 22p.; Paper presented at the Annual Conference on African Linguistics (25th, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bantu Languages; Case (Grammar); Language Research; Linguistic Theory; Morphemes; *Sentence Structure; *Structural

structures of power in the social world impact on individual language learners and the opportunities they have to interact with target language speakers. It also reports on a study of the language learning experiences of five women immigrants to Canada. SLA theorists have failed to explore the extent to which sexism, racism, and elitism influence the kinds of opportunities second language learners have to practice the target language and how immigrant language learners are frequently marginalized by members of the target language community. The results of the case studies of immigrant women demonstrate that motivation, extroversion, and confidence are not fixed personality traits, but should be understood with reference to social relations of power that create the possibilities for language learners to speak. (Contains 17 references.) (MDM)

ED 373 583 FL 022 436

Shannon, John
Experimenting with a Community Language Learning Principle in an English as a Second Language Writing Class.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; English (Second Language); *Foreign Students; *Graduate Students; Higher Education; Lesson Plans; Questionnaires; *Second Language Instruction; *Speech Skills; Student Attitudes; Teaching Methods; *Writing Skills
IDENTIFIERS- Community Language Learning

This paper describes a paraphrasing activity devised to assist English-as-a-Second-Language (ESL) graduate students at Ohio State University develop their academic writing skills. The activity is based on the community language learning approach. The students in the class were divided into groups of three, with each group member in turn assigned the role of author, listener, and timer. The author would present the main ideas of their essay to the listener in four minutes, after which the listener would rephrase the author's ideas in and express them in their own words. The timer ensured that no one exceeded the time limits. The entire activity was videotaped for later student and teacher reflection and discussion. Discussions with students and student responses to a questionnaire on the paraphrasing activity found that most students liked the activity, thought it should be used more often, and felt they were able to present their own ideas and the ideas of others effectively. Three appendixes contain copies of the activity lesson plan, a representative list of student concerns about the activity before it took place, and the student survey form administered after the activity. (MDM)

ED 373 584 FL 800 711

Gillespie, Marilyn; Ballering, Eugenie
Adult Native Language Literacy: A Synthesis and Plan for Research and Action.
SPONS. AGENCY- National Center on Adult Literacy, Philadelphia, PA.
PUB DATE- Nov 92
NOTE- 70p.

National Occupational Information Coordinating Committee (NOICC) Fact Sheets, Numbers 1-14.
PUB DATE- Jul 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Education; Career Guidance; *Career Information Systems; Computer Oriented Programs; Coordination; *Databases; Decision Making; Diffusion (Communication); Education Work Relationship; Federal Programs; Information Networks; *Occupational Information; Postsecondary Education; Program Development; Program Implementation; Secondary Education; State Programs
IDENTIFIERS- *National Occupational Information Coordinating Com; State Occupational Information Coordinating Comm

This document consists of all 14 NOICC fact sheets issued to date, as follows: (1) "NOICC and the NOICC/SOICC Network; (2) "Occupational Information Systems"; (3) "Career Information Delivery Systems"; (4) "National Crosswalk Service Center"; (5) "NOICC Training Support Center"; (6) "Civilian Training Inventory"; (7) "Civilian Occupational and Labor Market Information System"; (8) "Economic Development and Employer Planning System"; (9) "State Training Inventory"; (10) "National Career Development Guidelines"; (11) "Improved Career Decision Making Program"; (12) "Employee Career Development Program"; (13) "Career Development Portfolio Project"; and (14) "Career Development Training Institute." (YLB)

ED 373 143 CE 065 853

Burton, Tim
Working through Redundancy. A Self-Help Learning Pack. Second Edition.
PUB DATE- 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Career Change; *Coping; *Dislocated Workers; Dismissal (Personnel); Foreign Countries; Independent Study; Individualized Instruction; Instructional Materials; *Job Applicants; Job Layoff; *Job Search Methods; Outplacement Services (Employment); Pacing; Unemployment
IDENTIFIERS- Great Britain

This packet is intended to provide support for those facing job layoff or who have recently been laid off. Its aim is to provide a basic framework for decision making, together with relevant information, countering the disorientation that job loss often leaves in its wake. Notes for trainers offer suggestions for use of the pack. An introduction describes how the material is arranged and how the person experiencing job loss is to use it. Seven sections address the following: the impact of layoff, short-term strategies, managing one's money, one's personal audit, job winning, tackling training, and further steps. Individual sections all have the same format: a contents list, list of the targets that the section will help the user achieve, information, activities (numbered through the pack from 1-44), comment on activities, a review of one's targets, an action plan for achieving targets that one now needs to reach, and suggestions on where to go next in the pack. A review section is followed by an index. (YLB)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adults; Demography; Incentives; Interests; *Motivation; *Needs; *Urban Areas; *Volunteers

A 1993 research study in five Ohio cities and surrounding urban communities investigated expressed motivations and needs and selected demographics of adult volunteers and nonvolunteers in urban communities. Random telephone surveys of 2,742 urban households were conducted by urban volunteers in each city. A 78 percent response rate and a 51 percent completion rate were achieved. The survey instrument was organized around five research constructs: potential volunteer activity, potential reasons for volunteering, potential barriers to volunteering, potential philanthropic activity, and respondent demographics. Findings indicated adult urban volunteers were demographically similar to those identified for the general U.S. population by a 1992 national survey conducted by the Independent Sector; the non-volunteers differed from the volunteers in being younger and having a lower total household income. Reasons for volunteering were intrinsic; they included helping others, feeling good, enjoying activity, believing in a cause, and being asked. Reasons for not volunteering were as follows: too busy, too many hours, schedule conflicts, no interest, no one asked, and requires long-term commitment. The study supported the Independent Sector's findings that intrinsic motivations and reasons for volunteering were critical to an individual's decision whether or not to volunteer. Adults were more likely to volunteer on an informal basis, where they worked directly with others, rather than through organized agencies and group-oriented opportunities. (Contains 16 references.) (YLB)

ED 373 163 CE 066 961

Safrit, R. Dale; And Others
Utilizing an Innovative Evaluation Model To Assess Impacts of Training Adult Educators on Reaching Limited Resource Audiences.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the International Conference on the Practice of Adult Education and Social Development (Jinan, China, April [illegible] 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Economically Disadvantaged; *Evaluation Methods; Models; *Staff Development; Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement; Teaching Skills

An interagency conference, Reading Families and Youth Who Have Limited Resources, was held in September 1992. Over a 2-day period, 186 adult educators and human service professionals participated in 27 different workshops. An innovative evaluation model was developed to assess the impacts of conference participation on reaching audiences who have limited resources. Pre- and post-assessments were administered to evaluate adult educators' knowledge, attitudes, skills, and aspirations in working with limited resource audiences and to collect basic participant demographic data. A longitudinal follow-up evaluation was conducted to evaluate these same concepts 12 months after the conference. Findings indicated that adult educators increased their knowledge about limited resource audiences and how to work effectively with them. Attitudes and skills of professionals in working with limited resource audiences were measured. Qualitative data also state/regional conferences. (Fifteen charts are included. The survey instruments are appended.) (MN)

ED 373 181   CE 067 001

The Potential Implementation of Youth Apprenticeship Programs in Florida.
PUB DATE- Jun 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Case Studies; Change Strategies; Comparative Analysis; Educational Benefits; Educational Policy; Educational Practices; *Education Work Relationship; *Employer Attitudes; Foreign Countries; Literature Reviews; *Noncollege Bound Students; Participation; Partnerships in Education; *Program Implementation; School Business Relationship; Secondary Education; State Programs; Success; Transitional Programs; Vocational Education; *Youth Programs
IDENTIFIERS- *Florida

A study examined employers' views regarding factors facilitating and obstructing the success of school-to-work transition programs (SWT) programs and ways of facilitating public and private sector participation in SWT programs for Florida's noncollege-bound youth. A literature review and multiple case studies of established youth apprenticeship (YA) programs in Jacksonville and Alabama were conducted. The case studies included reviews of numerous written documents and reports and personal interviews of 10 participating employers, 8 former participating employers, and 9 program administrators currently or previously involved in the YA programs. Of the 18 employers interviewed, 16 considered participation in YA programs a cost-effective method of training employees. Employers also perceived YA programs as a source of good employees and a way of promoting a positive image. Perceived barriers to participation included student workers' immaturity or poor attitudes, lack of retention guarantees after training resources have been expended, time required for paperwork and program development/implementation, and limits of insurance coverage for underage workers. The following actions were recommended as ways of facilitating transition: implement public relations and marketing activities, address immaturity and attitude problems among youth, provide scheduling alternatives, improve student placements, implement employer incentive programs, reform administrative procedures, and reorganize governance. (Contains 56 references.) (MN)

ED 373 182   CE 067 002

Colelli, Leonard A.
Tech Prep & Technology Education: A Positive Focus for Competitive Literacy.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Articulation (Education); Competition; *Educational Benefits; *Educational Needs; *Educational Objectives; *Education Work Relationship; High Schools; Program Content; Technological Literacy; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Competitiveness; *Tech Prep

This instructor guide for a unit on business opportunities in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: factors to consider when starting a business, effects of shifts in U.S. population on small business development, changes in international and community markets, effects of technology on careers, creativity, business ideas from career training, and ways of creating new business ideas. (MN)

ED 373 199 CE 067 033

Global Markets. Unit 4. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-04.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Cultural Differences; Economic Opportunities; *Entrepreneurship; *International Trade; Learning Activities; Monetary Systems; Postsecondary Education; Secondary Education; Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Global Markets; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on global markets in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the

are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of 10 references. Model assessment responses are provided in the instructor materials. These three objectives are addressed: discuss the importance of planning to minimize risk; define areas of risk for the entrepreneur; and explain preventive measures that can be taken by entrepreneurs. (YLB)

ED 373 216 CE 067 050

Operations. Unit 21. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-21.
PUB DATE- 94
NOTE- 23p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; Economics; *Entrepreneurship; Learning Activities; Managerial Occupations; Postsecondary Education; *Purchasing; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business operations in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of four references. Model assessment responses are provided in the instructor materials. These five objectives are addressed: define operations for a small business; identify the factors that affect purchasing; explain the importance of inventory control; identify the procedures to be followed in shipping and receiving; and identify the considerations in production and packaging. (YLB)

ED 373 217 CE 067 051

Your Potential as an Entrepreneur. Unit 1. Level 2. Instructor student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the importance of selling, customer buying motives, analysis of product features to determine benefits, steps of the selling process, and different types of customers. (MN)

ED 373 233 CE 067 067

Record Keeping. Unit 17. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-17.
PUB DATE- 94
NOTE- 27p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Bookkeeping; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; Money Management; Postsecondary Education; *Recordkeeping; Records (Forms); Secondary Education; *Small Businesses; Student Evaluation; Systems Approach; Teaching Guides
IDENTIFIERS- Inventory Control; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on recordkeeping in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: reasons for maintaining comprehensive recordkeeping systems, individuals who should keep records, records required for regulatory agencies, types of records that should be maintained, journals and ledgers, daily sales and cash summaries, accounts receivable, accounts payable, payroll records, income and expense records, and inventory control. Sample records are included. (MN)

ED 373 234 CE 067 068

Financial Analysis. Unit 18. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-18.
PUB DATE- 94

model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: complying with rules and regulations affecting business, developing policies for compliance with government regulations, identifying business contracts, selecting business contracts, and determining the use of legal assistance. (KC)

ED 373 250 CE 067 084

Business Management. Unit 13. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-13.
PUB DATE- 94
NOTE- 34p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; Business Communication; *Business Education; Business Responsibility; *Competency Based Education; *Entrepreneurship; Ethics; *Leadership Responsibility; Learning Activities; Postsecondary Education; Secondary Education; *Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business management in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: leadership philosophy, management responsibilities, the decision-making process, management tasks, communication practices, and code of ethics. (KC)

ED 373 251 CE 067 085

Human Resources. Unit 14. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-14.
PUB DATE- 94
NOTE- 25p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the

facilitates emancipatory education. The sample consisted of 24 Caucasian middle-class women who had experienced a transformation of consciousness related to women's issues and who were acting for the structural change of society through communications, politics, religion, or education. The women were identified through books and journals and networking. Data were gathered through open-ended interviews and a review of literature on emancipatory education, developmental psychology, and feminism. The data and literature review ascertained three prominent themes: (1) emancipatory learning and its facilitators are grounded in an experience of praxis that leads to social change; (2) both a psychological and a culture identity change may be part of emancipatory learning; and (3) women's psychological development and way of knowing may involve an experience of relatedness that is enhanced by intuitive activity. The findings of the study suggest that the essence of emancipatory learning for these women change agents was a transformation in their way of knowing. These women came to own an integrated knowing centered in an experience of the authentic self. When this knowing was grounded in a context of relatedness, new knowledge that critiqued dominant society was created. This knowledge then motivated them to act for social reconstruction. The implications of the study for educational practice include a challenge to adult educators to consider the experience of women in educational programs. Educators need to create opportunities where women can publicly name their alienating experiences and contribute to the reconstruction of educational systems. Another implication is that educators should encourage women to value their experience and to use that experience. Finally, educators should encourage the construction of knowledge that reflects an intuitive sense. (Contains 23 references.) (KC)

ED 373 268   CE 067 108

Radencich, Marguerite C., Ed.
Adult Literacy. A Compendium of Articles from the Journal of Reading.
PUB DATE- 94
NOTE- 301p.; Selection of articles published between March 1975 and March 1994.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Literacy; Adult Reading Programs; Case Studies; *Educational Research; *Literacy Education; Program Effectiveness; Program Evaluation; *Reading Instruction; Reading Research; Reading Strategies; Student Evaluation; *Teaching Methods; *Tutoring
IDENTIFIERS- *Workplace Literacy

The following articles are included: "Reconceptualizing the Language of Adult Literacy" (Ilsley, Stahl); "Expanding the Definition of Literacy for Adult Remedial Readers" (Heathington); "Adult Literacy Programs" (Davis); "Stages in the Reading Development of Adults" (Norman, Malicky); "Reading Concepts and Strategies of Adult Nonreaders" (Malicky, Norman); "Some Assumptions about Adult Reading Instruction" (Shuman); "Adult Literacy in Rural Areas" (Ferrell, Howley); "Views of Personal Literacy within a Prison Population" (Hansell, Voelkel); "Issues in Adult Literacy Assessment" (Metz); "Exploring Reading with Adult Beginning Readers" (Padak et al.); "'Measuring Success' in Reading in Adult Basic Education" (Finlay, Harrison); "Learning from Researching" (Fargo, Collins); "Reading Difficulty of Tests for Job Placement"

NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Ethnicity; Females; Males; *Psychological Characteristics; Self Concept; *Sex Role; *Sex Stereotypes; *Sexual Identity; *Sexuality; Therapists; Therapy
IDENTIFIERS- Empowerment

Few therapists are trained to provide affirmative, effective therapy for clients who are sexually nontraditional and from various multicultural backgrounds. The author explores several models that can be used to increase students' understanding of such clients. Pederson's Triad model uses the theory of three conversations at work in the counseling process: (1) the overt verbal and nonverbal expressions between therapist and client; (2) the client's covert internal conversation about the counselor and the counseling process; and (3) the therapist's covert internal conversation about the client and the counseling process. Two additional people, who serve in the roles of pro-counselor and anti-counselor and are of a similar background to the client, give voice to unexpressed feelings of the client. The Klein Sexual Orientation Grid (KSOG), a self-report instrument, allows the identification of seven variables: sexual attraction, sexual behavior, sexual fantasies, emotional preference, social preference, self-identification, and heterosexual/gay lifestyle. It demonstrates the fluidity of sexual orientation. A third tool is the sharing of coming out stories of bisexual women and men. Finally, mixed orientation marriages and racially mixed marriages are addressed and 13 specific training techniques for therapists countering biphobia are discussed. Contains 27 references. (KM)

ED 373 288 CG 025 598

D'Andrea, Michael; And Others
A Comparative Study of the Worries of Hispanic and White Students.
PUB DATE- May 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Anxiety; Ethnic Groups; Grade 7; Grade 9; *Hispanic Americans; Junior High Schools; Mexican Americans; *Student Attitudes; Student Needs; *Student Subcultures; *White Students
IDENTIFIERS- *Hispanic American Students; *Worry

It is estimated that within the next 20 years, the majority of elementary, intermediate, and secondary school-age children in the United States will come from "minority" backgrounds. This increasing diversity will present school counselors with many new challenges. To assist counselors with these evolving demands, researchers designed a study to investigate the types of worries Hispanic youth experience during the intermediate and secondary school years. The study was conducted in two phases. Phase 1 involved 92 seventh-grade students attending a public intermediate school, while in Phase 2 a non-randomized sample of 104 ninth graders participated. Both groups answered a 28-item Worries Inventory. Findings indicate that while Hispanic American students reported similar levels of concern about their peers and school-related matters when compared to their Anglo counterparts, the former expressed significantly

Replicating Research with Preservice Teachers.
PUB DATE- 93
NOTE- 20p.; Paper presented at an International Reading Association Regional Conference (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Expectation; Higher Education; Holistic Approach; *Interviews; Language Arts; *Parent Attitudes; Preservice Teacher Education; Young Children
IDENTIFIERS- Parent Expectations; Parent Surveys; *Preservice Teachers

Replicating earlier research, a study examined parental expectations for their children in speaking, listening, reading, and writing. Subjects, 88 parents approached as they were leaving the supermarket, were asked whether they thought their children would learn how to speak, listen, read, and write. Interviews were conducted by 21 preservice teachers who had collaborated in the development of the replication. Results indicated that, of the 88 parents interviewed, 80 expected their child to learn how to listen, 86 expected their child to learn how to write, 87 expected their child to learn how to speak, and 85 expected their child to learn how to read. However, many of the negative comments were given in a sarcastic tone, making it difficult to interpret the validity of the recorded response. The preservice teachers were administered an informal questionnaire. Results indicated that participation in the research process allowed them to interact with parents in a real situation and to discover that most parents have high expectations for their children learning. Results also indicated that the preservice teachers gained knowledge of the processes involved with conducting research and enjoyed being involved. Further research will alter the order of interview questions, sites for conducting interviews, and the extent to which parents are informed of the purpose of the interviews. (Contains the interview instrument and two figures of data.) (RS)

ED 373 308 CS 011 807

Smith, Arthur E.
Offering Choice in Teacher Education.
PUB DATE- 5 Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the College Reading Association (37th, Richmond, VA, November 5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Cooperative Learning; Elementary Education; Higher Education; Independent Reading; Methods Courses; *Reading Interests; Reading Materials; *Reading Research; *Recreational Reading; *Teacher Education
IDENTIFIERS- Reading Motivation

A teacher educator incorporates active involvement of students and choice in two different college classrooms. The first class was an undergraduate reading/literacy education class. Students were offered the choice of the RAP (Reading Addiction Process) option or taking the final exam. Students read materials of their own choice on a daily basis. Requiring daily reading was intended to help form habits in a way that infrequent or irregular practice would not. At the end of the semester, references.) (TB)

ED 373 328 CS 214 447

Clutterbuck, Charlotte
Grunts or Jargon: Poor Communication in Educational Writing.
PUB DATE- Jul 94
NOTE- 6p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Elementary Secondary Education; *English Instruction; Expository Writing; Foreign Countries; *Grammar; Higher Education; *Jargon; *Language Attitudes; Textbook Bias; Textbook Content
IDENTIFIERS- Academic Discourse; Plain English

In the late 20th century, Australia's diverse population and international commitments require its constituents to use plain English. Unfortunately, its language is eroding as fast as its soil. On the one hand, much academic jargon excludes even well-educated readers; on the other, many teachers do not believe in teaching grammar or standard English. Consequently, Australia's economy loses $13 million a year and employers complain that graduates have poor communication skills. The recent renewal of interest in grammar may not help because the notion of "correct" English is being replaced with "standard" English, one dialect among many. Of help in evaluating language written today are three indices: Gunning's Fog index, which measures the number of difficult words per sentence; Halliday's lexical density, which measures the number of lexical items per clause; and Flesch Reading Ease, which measures the number of words per sentence and syllables per 100 words. Such indices show us the relative difficulty of language written by scholars and students today compared with that of clean stylists such as Virginia Woolf and George Orwell. Contributing to these stylistic disparities is the agnosticism of resource books like Peter Knapp's "Literacy and Learning Programs," which views grammar as a descriptive rather than a prescriptive program. Knapp and other educators fail to encourage certain types of expression, (i.e., active verbs, active voice) over others. They consider no forms of expression better than others. (TB)

ED 373 329 CS 214 451

Novels and Nonfiction Annotated Listing for English 10, English 13, English 20, English 23, English 30, English 33. Senior High English Language Arts.
PUB DATE- 94
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Controversial Issues (Course Content); *English Instruction; *Fiction; Foreign Countries; High Schools; *Nonfiction; Reading Material Selection; Teacher Developed Materials
IDENTIFIERS- *Alberta; Educational Issues

This annotated listing of fiction and nonfiction works suitable for use in Senior High English courses was written and developed by teachers, in Alberta, Canada. It contains 83 new

(150)
DESCRIPTORS- *Graduate Students; Higher Education; *Interests; Mentors; *Personal Autonomy; Professional Autonomy; *Rhetoric
IDENTIFIERS- Academic Discourse Communities; Composition Theory; Conversation; Social Constructivism; Student Empowerment

A graduate student in a language program finds himself running out of reasons to write. He has been gaining a power of words but has been losing something at the same time, some autonomy or sense of community, of place, of being "somebody." Having spent several years teaching in a public high school, he returned to the university to learn that the expressivist theories of Peter Elbow, Donald Murray, and Brenda Ueland had been superseded by social constructivists such as David Bartholomae, Kenneth Bruffee, and Patricia Bizzell. Both these schools seek to empower, to mentor: one through finding a self, the other through mastering the social codes to gain membership into a discourse community. This student's concern with the latter group, the social constructivists, is that its emphasis on the rules of social discourse leaves little room for questioning, for dissenting, for the self to engage in dialogue with the group. Unfortunately, similar assumptions underlie most areas of practice in the field of rhetoric, including its views on views on language, learning and mentorship. Conversation is in short supply in this student's teaching, studying, and mentor-to-mentoree relationships. Constructivists, with all their radical leanings, seem to forget the potentially life-robbing capacity of a collective identity with its own rules. Uncritical community membership is not radical, but stifling. (TB)

ED 373 349 CS 214 477

Wilner, Arlene
Role-Playing as Critical Thinking in the Technical Writing Classroom.
PUB DATE- Mar 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; *Case Studies; Class Activities; Critical Thinking; Higher Education; *Role Playing; Teacher Attitudes; *Technical Writing; Writing Assignments; *Writing Improvement
IDENTIFIERS- Faculty Attitudes; Rider College NJ

Given the affective dimension of writing in the workplace, assignments based on casebook scenarios have definite advantages in a technical or professional writing course. An English professor surveyed faculty in the Schools of Business and Education at Rider College prior to revising a course in technical writing. A majority of faculty, when asked to identify weaknesses in their students' writing, mentioned problems with coherence, logical progression, understanding the question, and ability to isolate essential points in the assignment. The faculty also often asked students to assume roles in their written work, but generally did not provide instruction in how to do so or in how to define an audience. Recent explorations of the meaning of "technical" writing lend credibility to the idea that inquiry based on procedural taking. Communication researchers can follow two directions: study the power relationships and discursive practices in more detailed educational messages targeted at specific audiences; and examine ways of designing messages, primarily for a mass audience, which empower the voice of the gay community. (Contains 30 references.) (RS)

ED 373 368   CS 508 660

Foster, Ted J.; And Others
An Empirical Test of Hall and Sandler's 1982 Report: Who Finds the Classroom Climate Chilly?
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; College Students; Communication Research; Higher Education; *Sex Bias; *Sex Differences; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Communication Behavior

A study asked students from four professional colleges at a medium-sized midwestern college whether they had observed 14 of the "chilling practices" (practices which chill women, i.e. sexist practices) described by R. M. Hall and B. R. Sandler ("The Classroom Climate. A Chilly One for Women?") whether the instructor engaging in the practice was male or female, and whether the student viewed the practice as important. Subjects were 115 students in business administration, 35 students in education, 84 students in engineering, and 82 students in health and human services. Results indicated that there were significant differences between men and women in their views of the importance of the chilling behaviors they observed, but not between the numbers they observed, nor the gender of the instructors engaging in the behavior. In addition, significant differences existed between the four professional schools in students' perceptions of the gender of the instructors engaging in the chilling behaviors. While, overall, male instructors were viewed as more likely to employ chilling behaviors, in at least one college, both female and male students reported female instructors engaging in more chilling behaviors. Generally, findings confirm the chilly climate hypothesis and suggest continued action to reduce chilling practices. (Contains 24 references and 4 tables of data.) (RS)

ED 373 369   CS 508 662

Garner, Mark; Johnson, Edward
Controlling Communication: A Prescriptive Approach to Communication Studies.
PUB DATE- Jul 94
NOTE- 9p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Problems; *Communication Research; Foreign Countries; Higher

effort is descriptive, rather than prescriptive. The volumes consist of two major parts. The first part provides an overview of the school finance systems in the two countries. The overview draws primarily on information in the state and province descriptions in the second part of volume 1 and all of volume 2 but is supplemented where appropriate by information from other sources. The revenue of U.S. public elementary and secondary schools was $222.7 billion during 1990-91. Nearly half this revenue (48.3 percent) was provided by state governments, 45.5 percent by local governments, and 6.2 percent by the federal government. Revenue per pupil varies from $9,447 in New Jersey to $3,341 in Utah. Information in the state description section is highlighted in a series of tables covering basic state support programs, local support of schools, capital outlay and debt service, transportation, special education, other selected categorical programs, and teacher retirement programs. The second part consists of descriptions of the school finance systems in 49 states and 10 provinces. No description was obtained from West Virginia. This section closes with a listing of state and provincial education department contacts. Numerous tables and figures are included. (MLH)

ED 373 387   EA 025 944

School Finance Reform: Analysis of the Ballot and Statutory Reform Proposals. Issue Paper.
PUB DATE- 10 Jan 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; Property Taxes; Public Schools; School Funds; *State Legislation; *Tax Effort
IDENTIFIERS- *Michigan

On December 24, 1994, the Michigan State Legislature passed a comprehensive school finance reform package for the K-12 education system. This document analyzes the school finance reform package and presents a comprehensive review of the issues affected by the proposed reforms. The first section reviews the overall financial components of the package, which include tax reform issues, K-12 revenue, state budget impact, and the impact on the state budget for fiscal year 1993-94. The second section discusses statutory and constitutional changes that would occur under the ballot proposal (to be voted on in March 1994) and statutory proposal. The third section describes major changes to Public Act 336, the School Aid Act of 1993. Section 4 discusses changes in the School Code, which pertain to core curricula, pupil performance standards, endorsed diplomas, hours of pupil instruction, and school improvement plans. The reform package also provides for public school academics and school-security measures. Twelve tables are included. (LMI)

ED 373 388   EA 025 947

Regulatory Flexibility in Schools: What Happens When Schools Are Allowed To Change the Rules? Report to Congressional Committees.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

offered as a voluntary self-evaluation tool. Following the introduction and glossary, specific criteria and worksheets are offered for the following areas: administrative organization; financial management; personnel management; purchasing; meal planning, production, and service; nutrition education; sanitation and safety; and public relations. (LMI)

ED 373 406 EA 026 015

Suarez, Tanya M.
Creating Safe Environments for Learning in North Carolina's Public Schools.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- May 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Crime; *Crime Prevention; *Discipline Policy; Elementary Secondary Education; Prevention; *Public Schools; *School Law; *School Policy; *School Safety; School Security; State Action; Violence
IDENTIFIERS- *North Carolina

Recent headlines in the North Carolina and national media illustrate that many schools are unsafe places for children and school staff. Problems associated with student misconduct and student crime can be found in schools and appear to be increasing. This publication identifies strategies for creating safe environments for learning in North Carolina's public schools. Strategies adopted by the few states that have developed statewide policies and laws include: (1) statewide reporting of school misconduct and crime; (2) policies regarding reporting of school crimes to local law enforcement officials; (3) increased penalties for misconduct and crime; (4) establishing parent responsibility for student crime; (5) policies and programs for students expelled for misconduct and crime; and (6) prevention and intervention strategies, such as staff training, community partnerships, and school-safety plans. Based on this review, five strategies aimed at deterring school crime and seven strategies aimed at preventing school misconduct and crime are presented. Appendices include a reprint of a newspaper article, the Mississippi State Board of Education weapon policy, a memo regarding the legal framework for managing unruly students, the North Carolina statute regarding weapons on campus or other educational property, student rights and responsibilities policy of the Milwaukee Public School District (a chart delineates types of student responsibility, examples of conduct which violates expectation, definition of conduct, and discipline action levels), the recommendations of Florida's violence prevention work group, recommendations of the South Carolina Safe Schools Committee, and a partial list of articles on school conduct and crime. (LMI)

ED 373 407 EA 026 016

Astuto, Terry A.; Clark, David L.
Projection of State Policy Initiatives for the 1990's.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Dec 91
NOTE- 22p.

ED 373 425 EA 026 034

Placier, Margaret
The Cycle of Student Labels in Education: The Case of Culturally Deprived/Disadvantaged and At Risk.
PUB DATE- 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disadvantaged; Disadvantaged Environment; Elementary Secondary Education; *High Risk Students; *Labeling (of Persons); Language Usage; Social Bias; Socioeconomic Status; *Sociolinguistics; Stereotypes

Are new labels for stigmatized groups of students merely new packaging for old meanings? Is this linguistic illusion of change an aspect of education as an institution and of educators as a speech community? To address these questions, this paper examines labels popularized in the 1960s--"culturally deprived/disadvantaged," and "at-risk," a label of the 1980s that some have argued is synonymous with the earlier terms. This paper synthesizes work in sociolinguistics, history, and policy analysis to develop a theoretical framework for understanding this phenomenon of the repeated replacement of student labels that mark highly charged cultural boundaries such as race and class. Findings are presented from a study that examined the uses of "culturally deprived/disadvantaged" and "at risk" over time in educational journals and books, supplemented by a review of historical interpretations of the 1960s and 1980s. The data lend support to a theoretical framework for understanding cases of lexical replacement in the domain of terms for stigmatized groups of students. However, one label does not simply replace the previous one. Rather, the new label reflects something new about the political context, the current ways of interpreting differences and mediating cultural boundaries. Labels delineate "us/them" boundaries that are perceived by "us," who are culturally undeprived and not-at-risk, as fundamental and threatening differences. Three figures are included. (Contains 105 references.) (LMI)

ED 373 426 EA 026 035

Elliott, Emerson J.
Research and Reform: Stories of Structure, Strategy and Suspense.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Appendices contain smudged print and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blue Ribbon Commissions; *Educational Assessment; *Educational Policy; *Educational Research; Elementary Secondary Education; Federal Programs; Policy Formation; *Program Evaluation; Research Committees; *Theory Practice Relationship

This paper offers examples of the ways in which research influences national policies related to assessment and program utilizing many of the components of total quality management (TQM), the traditional hierarchical definition of quality facilitates the possibility of failure. A complete paradigm shift to TQM is needed, rather than a limited and partial response. One figure is included. (LMI)

ED 373 444 EA 026 056

Dianda, Marcella R.; Corwin, Ronald G.
Vision and Reality: A First-Year Look at California's Charter Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Educational Change; Educational Innovation; Elementary Secondary Education; *Institutional Autonomy; Local Issues; *Nontraditional Education; *Private Sector; Resistance to Change; School Districts
IDENTIFIERS- *California; *Charter Schools

California's charter-school legislation took effect January 1, 1993, and authorized the creation of up to 100 charter schools. By the end of the year, 44 charter schools were either operating or being planned. This document offers an initial look at California's charter schools. A total of 34 schools responded to a survey of the state's 44 charter schools, a 77 percent response rate. One-half of the responding schools were located in metropolitan communities or districts. Findings indicate that: (1) districts resisted charter schools that sought independence; (2) metropolitan schools faced difficult obstacles, which ranged from lack of support from key district players to resistance to teachers' union and obstructive local rules; (3) most schools were associated with teachers' unions, but relationships were strained; (4) parents were active in many charter schools, especially the newly started ones; (5) at-risk students were served by metropolitan charter schools; (6) charter schools had limited, but perceptible impact; and (7) the schools challenged the notion of no-cost reform. Some reasons why more charter schools are not being planned include lack of startup money, accountability issues, the negotiable state-school district relationship, district restrictions, and teacher resistance. Recommendations are: provide financial support to charter schools from public agencies and private organizations; set aside funds to provide technical support to charter schools seeking assistance; clarify charter schools' legal status; and support studies of innovative practices in charter schools. The appendix contains a copy of the charter school survey and charter school district survey. (LMI)

ED 373 445 EA 026 057

Davies, Brent; Hentschke, Guilbert C.
Locating U.S. and English Schools in the Context of Organizational Autonomy.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Disabilities Education Act. It focuses on some actual and potential linkages between effectiveness or outcome evaluation, implementation evaluation, compliance monitoring, and the concepts of program improvement and accountability. A brief discussion of the utilization of evaluation results for accountability and other purposes is presented. The paper proposes an evaluation system that includes both compliance monitoring and program evaluation. Recommendations for reevaluation of the annual evaluation requirement include: (1) state education agencies need to determine the relative value of both information that permits a judgement of effectiveness and information that suggests improvements in implementation, particularly with respect to evaluating individualized education programs (IEPs); (2) decisions at the federal and state levels need to be made regarding the overall purpose of program evaluation in special education; (3) the marked imbalance between the resources devoted to compliance monitoring and program evaluation needs to be reconsidered; and (4) states without an effectiveness and implementation evaluation system might look to approaches in which local education agencies provide annual evaluative information on a few priority questions each year, including the IEPs. (Contains 14 references.) (JDD)

ED 373 464 EC 303 232

Gonzalez, Patricia A.
States' Approaches to Child Count Verification. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 29 Jun 94
NOTE- 34p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Audits (Verification); *Compliance (Legal); *Data Collection; *Disabilities; Early Childhood Education; Educational Legislation; Elementary Secondary Education; *Eligibility; Enrollment Rate; Federal Aid; Federal Legislation; Incidence; State Departments of Education; *State Programs; Validity
IDENTIFIERS- Alabama; *Child Count; Illinois; Individuals with Disabilities Education Act Part B; Kentucky

This study used state plans from 50 states to collect and analyze descriptive information on child count verification procedures used in implementing Part B of the Individuals with Disabilities Education Act. Content analysis suggests that verification procedures can be organized under five broad categories: on-site monitoring (used by 41 states), audits (used by 19 states), data inspection/comparisons (used by 14 states), complaint investigation (used by 5 states), and voluntary admissions by the local education agency (used by 4 states). The majority of states (51 percent) utilize more than one of these procedures. A second part of the study describes validation procedures used in Alabama, Kentucky, and Illinois in greater detail. The study reports that the Office of Special Education Programs' Division of Assistance to States recommends that states implement a procedure to address mechanical errors and review a random sample of student records and school enrollment data. State education agencies are urged to consider providing technical assistance to local education agencies to improve local procedures for collecting and updating the information used in the child count. Four appendixes contain data on number of states using compliance monitoring and number

Strategic Planning
IDENTIFIERS- *Colorado

This pamphlet presents a strategic plan to guide and direct the Special Education Services Unit of the Colorado State Board of Education as it seeks to meet the needs of Colorado students with disabilities and their families. The plan was developed by parents, educators, administrators, policymakers, advocates, and representatives of other groups concerned about the well-being of Colorado's students with disabilities. The plan outlines a vision, mission, and values. It then presents six goals, each accompanied by objectives and strategies. The six goals focus on: (1) developing a responsive, collaborative family-centered system of educational and human services based on the strengths and needs of the child within the context of the family, and ensuring access to and coordination of services; (2) enhancing knowledge and skills of Colorado's families, communities, and educators; (3) ensuring full inclusion of persons with disabilities in the life of their communities; (4) increasing communication and responsiveness to the circumstances of students with disabilities and their families; (5) developing an effective and efficient educational system; and (6) implementing performance standards for all students. (JDD)

ED 373 483   EC 303 251

Hilton, Alan
The Integration of Students with Mental Retardation into General Education Classrooms.
PUB DATE- 7 Apr 94
NOTE- 20p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Court Litigation; Educational Change; Educational Legislation; *Educational Planning; Elementary Secondary Education; Federal Legislation; *Individualized Programs; *Mainstreaming; *Mental Retardation; *Student Placement
IDENTIFIERS- *Inclusive Schools

Inclusion of students with disabilities, especially those with mental retardation, has come to mean the placement of all students in general education classrooms, sometimes with limited planning for the individual needs of each student. Several court cases, laws, and movements have brought about the level of inclusion that exists today. However, schools are now evolving from inclusion to integration, which involves the planned placement of students in a setting. Two circuit court cases with implications for integration include Holland versus the Board of Sacramento City Unified School District, in which four components were outlined for determining the removal of a student from general education and the Oberti case, which stated that students with disabilities should be placed in general education classes with appropriate support. The four components of the Holland case provide a framework for examining what is effective in integrating students; components include educational benefits, non-academic benefits, effect on teacher and children in the regular classroom, and cost. A case-by-case approach to integrating students into general education is needed. The established best practices of the field of mental retardation should follow students no matter where they

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Disabilities; Elementary Secondary Education; Enrollment; Expenditures; Income; Occupational Information; Program Effectiveness; *Program Evaluation; School Districts; *Special Education; *Special Programs; Staff Development
IDENTIFIERS- *Des Moines Public Schools IA

This report evaluates the special education instructional programs of the Des Moines (Iowa) Public Schools. It begins with a school district mission statement and special education mission statement. The report examines Des Moines' history of serving students with disabilities, its policies and regulations, enrollment by disability, and types of support services. Specific programs and support services for students with behavior disorders, learning disabilities, mental disabilities, deafness and hearing impairments, physical disabilities, vision impairments, and speech and language impairments are described, followed by descriptions of psychological services, social work services, special education consultant services, work experience coordination, and occupational and physical therapy. A section on input evaluation details projected revenue and projected expenditures for 1993-94, lists staff positions, and notes resources allocated to staff development. A section on process evaluation offers job descriptions, a flow chart of the sequence for special education intervention placement, a staff development plan, and a list of staff development sessions held. A section on product evaluation examines accomplishments, adherence to policies and regulations, results of surveys on program effectiveness and parent satisfaction, and outcomes from departmental objectives. A section on future planning concludes the report. (JDD)

ED 373 504 EC 303 273

Accommodating Students with Disabilities in National and State Testing Programs. Brief Report 9.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *Disabilities; Educational Assessment; Elementary Secondary Education; Evaluation Methods; National Competency Tests; Outcomes of Education; Standardized Tests; *Student Evaluation; Test Construction; *Testing Problems; *Testing Programs
IDENTIFIERS- *National Testing; Performance Based Evaluation; *Test Adaptations

The challenge of making educational programs accessible to people with disabilities, combined with the increasing emphasis on testing and other forms of assessment, has translated into a need for accommodations in the testing and assessment of people with disabilities. Typically, test accommodations are provided for people with sensory and/or physical impairments, but there is less agreement about test accommodations for people with

Recordkeeping; *Severe Disabilities; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- Job Training Partnership Act 1982; Medicaid; *Social Security

This newsletter theme issue focuses on accomplishments around the country in finding new and alternative funding sources and support strategies for supported employment programs serving people with disabilities. It looks at the impact of long-term supports, their relationship to a range of supported employment services, and different types of service and funding arrangements. Common elements are identified, stressing the importance of collaboration, flexibility, and new ways of thinking. Individual newsletter sections address: long-term services and supports, including job-specific supports and individual and community supports; Medicaid home and community-based waiver program (Title IX); the Job Training Partnership Act; the Plan for Achieving Self-Support; and the Impairment-Related Work Expense (for establishing eligibility to receive Social Security benefits). (DB)

ED 373 523 EC 303 292

Inge, Katherine J., Ed.
Conversion: The Time Is NOW!
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Employment Potential; *Employment Programs; Program Development; *Social Integration; *Supported Employment; *Vocational Rehabilitation
IDENTIFIERS- Medicaid

This topical newsletter focuses on ways to convert segregated day programs for people with disabilities into community integrated employment programs. Individual sections cover: common "conversion" myths and appropriate responses; a national status report on conversion; Florida's innovative use of the Medicaid waiver to fund conversion; a consumer's view on employment; a blueprint for conversion (a four-step process for organizations); and barriers to successful conversion (contrasting a "disability focus" with an "ability focus"). Two books, one addressing vocational programs for students with severe disabilities and the other, addressing employment opportunities for individuals with disabilities, are discussed. (DB)

ED 373 524 EC 303 293

Verstegen, Dale; Nietupski, John
Increasing Employment Opportunities for Individuals with Disabilities through Economic Development: Creating Business and Corporate Initiatives.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Mar 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; Check Lists; *Criterion Referenced Tests; *Deafness; Elementary Secondary Education; English; Grammar; *Language Proficiency; Measures (Individuals); Punctuation; *Student Evaluation; Syntax; Test Construction; Test Content; Test Items; Test Validity; Vocabulary; *Written Language
IDENTIFIERS- *Cleary Language Assessment

This paper discusses the development of a criterion-referenced assessment measure for both written English and American Sign Language (ASL) that can be used with deaf elementary through secondary students. The measure is presented as well as the results of a trial use. Developed by the Cleary School for the Deaf, the Cleary Language Assessment (CLA) uses non-verbal stimuli, such as silent films, to gather written and signed samples (which are videotaped). These samples are analyzed both objectively and subjectively. The objective analysis measures seven components of the English language (punctuation, grammar, capitalization, vocabulary, sentences, paragraphs, and word usage), while the subjective analysis measures the organizational cohesiveness of written language. The ASL component of the measure consists of a checklist of ASL skills. The scores of 32 elementary and high school students who took the CLA during the 1990-91 academic year are appended, along with a discussion of the validity of the measure. (MDM)

ED 373 542   FL 022 178

Braine, George
A Comparison of the Performance of ESL Students in ESL and Mainstream Classes of Freshman English.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Students; Course Descriptions; *English (Second Language); *Essay Tests; Evaluation Methods; *Foreign Students; Freshman Composition; Higher Education; Questionnaires; Student Attitudes; Student Evaluation

This paper presents an ex post facto analysis of the performance of English-as-a-Second-Language (ESL) college students in ESL and mainstream freshman composition courses. Students were evaluated on 4 essays written during the 10-week quarter and a final in-class essay. This final essay examination focused on a common theme, was evaluated by at least two members of the faculty, and was graded on a 6-point scale based upon a rubric developed by the Freshman English Committee. During the 1992-93 academic year, 168 foreign and immigrant students enrolled in Composition I classes for ESL students. Of this number, 76 passed the final essay examination, 84 failed, and 8 withdrew from the course. Of the 90 ESL students who enrolled in mainstream sections of Composition I, 30 passed, 38 failed, and 22 withdrew. The ESL students enrolled in special classes of Composition I clearly outperformed ESL students enrolled in mainstream classes, and even had a higher passing rate than native-speaker students enrolled in mainstream sections. The results of a survey of ESL students who withdrew from

Linguistics; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Object (Grammar); *Passive Voice

This paper focuses on the long-standing problem in Bantu syntax of why some objects lose the ability to be realized as object markers (OMs) in the passive. The standard answer to this question since the work of Gary and Keenan (1977) is that the passive and object marker require the same property (e.g., a grammatical relation or a particular case) and if this property is usurped by the passive, it will not be available for an OM. This paper suggests an alternative approach, which maintains that OMs are blocked in the passive, not because the passive and object marker compete for the same scarce resource, but rather because the addition of the passive morpheme adds a structural level that blocks the access of the OMs to case. This modification makes it possible to account for the fact that several standard OMs can absorb case in an active construction, while access to this property is blocked for all standard OMs in a passive construction. This modification has the added benefit of allowing the theory to account for the odd behavior of SiSwati in a simple way and to capture the parallelism between the behavior of Runyambo and SiSwati. (MDM)

ED 373 564 FL 022 364

Hearing on Bilingual Education. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (July 22, 1993).
PUB DATE- 94
NOTE- 127p.; Serial No. 103-52.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Bilingual Education; Community Leaders; *Educational Attitudes; Elementary Secondary Education; English (Second Language); *Federal Aid; *Federal Legislation; Hearings; Program Improvement; Public Policy
IDENTIFIERS- Bilingual Education Act 1968; Congress 103rd; *Elementary Secondary Education Act

These hearing transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education (ESE) Act, focusing on the English as a Second Language (ESL) and bilingual education provisions and implications of the act. Much of the testimony was from representatives, educators, and community leaders who voiced opinions about the efficacy of specific programs and activities funded by the Bilingual Education Act, a component of the ESE Act, particularly those items that they would like to see expanded, reformed, or improved. Testimony was heard from: (1) Representatives Toby Roth, Jose Serrano, Xavier Becerra, Bill Emerson, and Gene Green; (2) the president of the National Association for Bilingual Education; (3) a researcher in bilingual education; (4) an ESL program consultant; (5) a university professor; (6) the president of Learning English Advocates Drive; (7) an advocate of teaching English to limited English proficient (LEP) students in regular classrooms; (8) a medical doctor who attended bilingual classes as a secondary school student; (9) an advocate of reforming the Bilingual Education Act to emphasize the learning of English; (10) the Rural Alliance for Newcomers in Midwestern Schools; and (11) an advocate of English immersion programs for LEP students. (MDM)

ED 373 565 FL 022 365

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; Adult Basic Education; *Adult Literacy; Financial Support; Haitian Creole; Hmong; *Language Research; *Literacy Education; Longitudinal Studies; *Native Language Instruction; Policy Formation; Research Needs; Second Language Learning; Spanish; Uncommonly Taught Languages

The report summarizes findings of research activities conducted over 2 years by the Center for Applied Linguistics (CAL) on the mother tongue and English-as-a-Second-Language (ESL) literacy. The first section provides a review of existing literature in native language literacy for adults, including a summary of surveys, review of studies on native language literacy, analysis of rationales that programs give for offering native language literacy, and a description of key articles written by practitioners. The second section presents findings of a 1992 CAL working group on native language literacy, whose participants included teachers and administrators from native language literacy programs in the United States and other researchers and experts in the field. Overviews of activities and promising practices at six sites offering instruction in Spanish, Haitian Creole, and Hmong native language literacy are included. The third section identifies key issues that need to be addressed to move the field forward, and makes recommendations for research and policy formation. One key issue is the funding of demonstration projects that can be linked to studies of the relationship between native language literacy and second language acquisition, student retention, and other learner goals. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 585 FL 800 722

Chisman, Forrest P.; And Others
ESL and the American Dream: a Report on an Investigation of English as a Second Language Service for Adults.
PUB DATE- 93
NOTE- 138p.; Two tables in highlighted boxes may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Education; Articulation (Education); Educational Assessment; *Educational Needs; Educational Planning; *English (Second Language); *Limited English Speaking; *Literacy Education; National Surveys; Politics of Education; Program Design; Second Language Instruction; Transitional Programs

An investigation of English-as-a-Second-Language (ESL) services for adults in the United States is reported. The goal was to examine ESL services as a national system and determine how well that system meets the needs of limited-English-proficient adults and the nation as a whole. The study had two phases: (1) review of literature, information sources, and priority issues, and (2) investigation of a variety of research activities, through site visits and interviews with policymakers, administrators, teachers, students, scholars, and others. The report begins with a profile of the population in question and overview of the need for and considerations in providing ESL services. The existing service system is then described, including different types of instruction (adult basic education and ESL) and services (survival language teaching, language learning as a goal in itself, academic ESL, pre-employment

ED 373 144 CE 066 591

Entin, Alan D.
The Workplace as Family, the Family as Workplace.
PUB DATE- 20 Aug 93
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); Burnout; Counseling Techniques; Family Counseling; *Family Environment; *Family Work Relationship; Literature Reviews; Organizational Development; *Stress Management; *Stress Variables; *Work Environment
IDENTIFIERS- *Family of Origin

Studies have shown that work-related stressors are compounded by the stressors that employees bring to the workplace. Although interdisciplinary interest in the work-family relationship has increased during the past 2 decades, a conceptual understanding of how work affects the family or the reciprocal relationship between family and work has yet to be developed. A number of studies have presented evidence supportive of the hypothesis that individual workers seek or attempt to create work environments similar to their family of origin and that the family of origin concept is useful in understanding the interface of family-work relationships and the epidemic phenomenon of stress, anxiety, and burnout in the workplace. Family psychologists have recently begun applying family theory to an understanding of workplace behaviors and functioning. The relevance of family of origin studies to work systems stems from the concepts of differentiation of self and its applications to work systems and organizational behavior. Increased differentiation of self, whether in families or corporations, has important ramifications in reducing stress, anxiety, and burnout. The model of a "healthy" family is applicable to attempts to understand "healthy" work systems. (Contains 24 references.) (MN)

ED 373 145 CE 066 820

Corson, David, Ed.
Education for Work. Background to Policy and Curriculum.
PUB DATE- 91
NOTE- 253p.; Originally published in 1988 by Dunsmore Press, New Zealand.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Education; Curriculum Development; *Democracy; *Educational Objectives; *Educational Policy; *Educational Practices; *Education Work Relationship; Foreign Countries; Humanism; Integrated Curriculum; Leisure Time; Literature Reviews; Policy Formation; Postsecondary Education; Role of Education; School Community Relationship; Secondary Education; Sex Role; Social Change; Social Influences; Technical Education; Technological Advancement; Transitional Programs; Unemployment; *Vocational Education; Youth Employment
IDENTIFIERS- Australia; Canada; Dewey (John); England; New Zealand; Scotland; United States

This book contains 18 articles in which contributors from identified successes and challenges when teaching limited resource individuals. Successes were reported in nutrition-related and money management educational programs and programs for urban youth. A number of challenges were identified: recruitment and maintenance of small groups, teaching in mandated programs, interacting with families/individuals in crisis, timing of programs, lack of client commitment, fear of group pressure, and inability to evaluate programs effectively. (Instruments are appended.) (Author/YLB)

ED 373 164 CE 066 963

Heisse, Thomas
Population Growth and Family Planning. IN Visitors' Information Special Report. SO 6.
PUB DATE- May 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Programs; Cooperative Planning; Developing Nations; *Family Planning; Foreign Countries; International Cooperation; *Population Growth; *Public Health; *Rural Development
IDENTIFIERS- *Germany

The rapid and still-accelerating increase in the world's population, especially in developing nations, will have a number of serious economic, social, and ecological consequences for the whole world. Germany is attempting to help solve these problems by providing family planning and poverty alleviation assistance to developing nations. German assistance in these areas is being directed against the following problems: maternal mortality and the status of children, children who have children, acquired immune deficiency syndrome, and unplanned pregnancies. Germany is also assisting with rural development efforts in the following ways: agricultural development programs to produce sufficient food, economic development and urbanization programs to improve chances of survival, rural development programs to raise standards of living, and self-help programs for small farmers and women to ensure regional food security and improve family health. Population policy/family planning has become a priority in the German government's development policy, and Germany is working with a number of partners to pursue a double strategy of family planning and development that is aimed directly at improving individual life and self-realization. (Lists of 14 organizations and 18 publications concerned with family planning and population control are included.) (MN)

ED 373 165 CE 066 964

Horstkotte, Hermann; Schroder, Karsten
The Trade Unions in Germany. Facing New Challenges. IN Visitors' Information Special Report. 2nd Quarter.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Economic Impact; *Employment Practices; Foreign Countries; Organizational Change; *Organizational Climate; *Organizational Effectiveness; *Organizational Objectives; Socioeconomic Influences; Unemployment; *Unions

Large numbers of graduates from the "general" high school curriculum have not developed the academic or technical competencies required for direct entry into the work force or postsecondary education. Tech prep (TP), which has been proposed as an alternative to the "general" high school curriculum, combines the following components: applied academics, a core of technical coursework within a specific professional cluster, and articulation of high school-level coursework with two- or four-year college coursework. TP focuses on technology rather than on science and enables students to develop the following: literacy in technology (in technology education); efficiency in technology (in vocational education); and professional expertise in technology (in associate and baccalaureate degree programs). The following actions are required if TP programs are to give students the competitive literacy required of a world-class work force: (1) include technology education as a core requirement in TP curricula; (2) use SCANS (Secretary's Commission on Achieving Necessary Skills) foundations and technical competencies as a benchmark to upgrade high school-level technology education courses; (3) develop TP curricula that provide entry-level articulation to a wide range of technology-related associate and baccalaureate programs; and (4) develop generous articulation agreements that will encourage teacher support of TP. (Contains 28 references.) (MN)

ED 373 183 CE 067 004

An Adult Higher Education: A Vision. A Policy Discussion Paper.
PUB DATE- Nov 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; *Adult Education; Change Strategies; Community Education; Credits; Curriculum Development; *Educational Change; Educational Needs; *Educational Objectives; *Educational Policy; Educational Practices; Educational Principles; Educational Quality; *Educational Trends; Foreign Countries; Futures (of Society); *Higher Education; Lifelong Learning; Models; Open Universities; Position Papers; Program Development; Trend Analysis; Tutorial Programs; Vocational Education
IDENTIFIERS- Empowerment; *Great Britain

The objectives, curriculum, and role of higher education and key policy and practice issues were reassessed against the backdrop of recent and predicted demographic, economic, and political changes and trends in Great Britain. Special consideration was given to the fact that "mature" learners now constitute the majority of entrants into British higher education. A model was proposed that calls for supporting a learning society by combining the strengths of the following two traditions of British higher education: (1) the pastoral/tutorial models of Oxford, Cambridge, and the new universities of the 1960s; and (2) the vocational and community-based traditions of civic universities and polytechnics. Also developed was an agenda of actions to create a culture where learning is recognized as a universal lifelong activity, empowerment of individuals is seen as key to economic and social development, accreditation seeks to include rather than exclude, higher education is an active contributor to economic activity, diversity is recognized as strength, and the outcomes and achievements of higher education are made explicit. The action agenda contained specific actions following: international trade, reasons businesses should export and import, key considerations in exporting, major trade regions of the world, the European Economic Community, the Pacific Rim, other significant trade regions, exchange rates, and the impact of cultural differences on global markets. (MN)

ED 373 200 CE 067 034

The Business Plan. Unit 5. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-5.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; *Planning; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Business Plans; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business plans in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the purposes of business plans, why and when they should be developed, who develops them, what they contain, and why they are important. A sample business plan that includes a description of the business and marketing, organization, operations, management, and financial plans is presented. (MN)

ED 373 201 CE 067 035

Help for the Entrepreneur. Unit 6. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-06.
PUB DATE- 94
NOTE- 23p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English

Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-01. Series No. 302-01.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrator Qualifications; Administrators; Behavioral Objectives; Business Administration; *Business Education; Career Exploration; Career Planning; Careers; *Competency Based Education; *Employment Opportunities; *Entrepreneurship; *Goal Orientation; Leadership Qualities; Learning Activities; Managerial Occupations; Postsecondary Education; Secondary Education; Self Employment; Self Evaluation (Individuals); Small Businesses; Teaching Guides; *Vocational Aptitude
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on entrepreneurship potential in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of four references. Model assessment responses are provided in the instructor materials. These six objectives are addressed: describe typical entrepreneurial characteristics; identify one's entrepreneurial aptitudes and skills; describe professionalism as it relates to being an entrepreneur; determine the motives for starting one's own business; evaluate the different types of business opportunities that relate to one's own skills; and apply the goal-setting process to career planning. (YLB)

ED 373 218 CE 067 052

The Nature of Small Business. Unit 2. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-02.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

NOTE- 35p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Behavioral Objectives; *Business Education; *Competency Based Education; Computer Oriented Programs; Decision Making; *Entrepreneurship; Learning Activities; Money Management; Postsecondary Education; Secondary Education; *Small Businesses; Spreadsheets; Student Evaluation; Teaching Guides
IDENTIFIERS- *Financial Analysis; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on financial analysis in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the entrepreneur's role in managing finances; balance sheet components (assets, liabilities, and net worth); income statements and their components; variations in income statements across businesses; methods of accounting for depreciation (straight-line, declining balance, and sum-of-the-year-digits depreciation); the purposes and preparation of cash forecasts; break-even analysis; and roles of advisers and computers in financial analysis decisions. Ten figures/sample forms are included. (MN)

ED 373 235 CE 067 069

Customer Credit. Unit 19. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-19.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; *Credit (Finance); Decision

International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; Employment Practices; *Entrepreneurship; *Human Resources; Learning Activities; *Personnel Management; Personnel Policy; Postsecondary Education; Secondary Education; *Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on human resources in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: job descriptions, training programs, personnel policies, employee evaluation systems, and corrective interviews. (KC)

ED 373 252 CE 067 086

Promotion. Unit 15. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-15.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advertising; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; *Marketing; Mass Media; Merchandising; Postsecondary Education; Salesmanship; Secondary Education; *Small Businesses; Strategic Planning; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on promotion in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this

(Ash); "Rapid Estimate of Adult Literacy in Medicine (REALM)" (Murphy); "What Works: Adult Literacy Program Evaluation" (Padak, Padak); "Profiles of and Instructional Strategies for Adult Disabled Readers" (Keefe, Meyer); "Building on Strengths" (Biggs); "Cooperative Learning Process" (Mocker); "Word Banks for Adult Literacy" (Austin-Anglea); "Picture Books to Use with Older Students" (Danielson); "Storytelling for Adults" (Ford); "High Interest-Low Readability Books for Adults" (Hill, Rabideau); "Four Poets" (Kazemek, Rigg); "Poetry in the Adult Literacy Class" (Conniff et al.); "Consumer Advocacy, Empowerment, and Adult Literacy" (Rosow); "Using Classic Novels with Adult New Readers" (Schierloh); "Writing Workshops" (Pates, Evans); "Writing Our Lives" (Stasz et al.); "Using Student Journals in the Workplace ESL English as a Second Language Classroom" (Sole); "Nondirective Combinatory Model in an Adult ESL Program" (D'Annunzio); "Using Computers in Adult Literacy Instruction" (Askov, Clark); "Adult Literacy in a Multiliterate Society" (Howie); "Interactive Computer-Assisted Instruction with Adults" (Finnegan, Sinatra); "College Students as Tutors for Adults in a Campus-Based Literacy Program" (D'Annunzio); "Intergenerational Adult Literacy Project" (Nickse et al.); "Training Family and Friends as Adult Literacy Tutors" (Scoble et al.); "Helping a Nonspeaking Adult Male with Cerebral Palsy Achieve Literacy" (Gipe et al.); "I Ain't Never Read My Own Words Before" (Purcell-Gates); "Use of an Educational Therapy Model with an Illiterate Adult" (Scully, Johnston); "Norman: Literate at Age 44" (Meyer et al.); "Approaches to Assessment in Workplace Literacy Programs" (Askov); "Workplace Literacy Lessons" (DeStefano); "Navajo Head Start" (Anziano, Terminello); and "Using Annual Reports for Adult Literacy Improvement" (Miller). (YLB)

ED 373 269   CG 025 496

Wister, Robert, Ed.
Psychology, Counseling and the Seminarian.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Mar 94
NOTE- 249p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Admission (School); *Admissions Counseling; *Church Related Colleges; *Clergy; Counseling; Higher Education; Maturity Tests; Psychological Testing; Psychometrics; Religion Studies; *Theological Education; Vocational Adjustment; Vocational Evaluation; Vocational Maturity

These 11 essays address the importance of psychological assessments for prospective seminary students. The articles are primarily for seminary officials who make admission decisions based on testing and the analysis of test results. The chapters also discuss questions and issues that all seminary faculty address on a daily basis: maturity of seminarians, spiritual direction, and appropriate responses to situations which might be aided by counseling. Some of the broad concerns covered here that the vocation counselor may face when working with seminary applicants and students include assessment techniques for both psychosexual maturity and addictive behaviors. Four separate chapters address specific psychological issues: (1) spiritual direction and psychotherapy and the problems of uncritically mixing these together; (2) counseling while in seminary; (3) a comparative analysis of psychological screening test results of candidates for ordained ministry; and (4) psychological testing in vocational selection. Since seminaries are more ethnically greater worry about various family, personal, and moral/social issues. These different types of worries indicated by Hispanic and White intermediate and secondary school students confirms the notion that students' psychological development is much more complex when cultural factors are also considered. Many school counseling programs have overlooked or minimized the impact of multicultural factors on children's development. To correct this omission, strategies are offered as to how school counselors may incorporate cultural factors. (RJM)

ED 373 289 CG 025 604

Fishkin, Stephanie Allison; Rousculp, Susannah Scarborough
Beliefs Underlying Unrealistic Optimism about Susceptibility to Illness.
PUB DATE- 11 Mar 93
NOTE- 15p.; Poster presented at the Annual Scientific Sessions of the Society of Behavioral Medicine (14th, San Francisco, CA, March 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Beliefs; *Cognitive Mapping; Cognitive Style; *Diseases; Health; Higher Education; Metacognition; Psychological Patterns; Trust (Psychology)
IDENTIFIERS- Control Perception; *Optimism

Research has shown that unrealistically-optimistic people believe that they will experience fewer negative events and more positive events than other persons. This paper analyzes a scale which was designed to measure the several cognitive dimensions underlying unrealistic optimism about health. For this study, 220 college students completed a 12-item scale which was based on factors of illness invincibility, illness apathy, and lifetime illness likelihood. Participants also filled out items from other scales believed to be related to unrealistic optimism about health. Results indicate that health history was important for the subject only; close relatives with a serious illness did not lessen optimism. People with an internal locus of control were the most optimistic, followed by people who believed "powerful others" were in control. Those who believed that chance played the most important role in determining health outcomes revealed the least optimism. The findings suggest that there is cognition beyond mere illness controllability which may underlie an unrealistic optimism about health. If people believe that they will not become ill, they may be less inclined to take healthy precautions. The scale generated for this study is still in its developmental stage. Some changes are recommended to improve the scale's validity. (RJM)

ED 373 290 CG 025 605

Beckman, Carol M.
Career Maturity of Welfare Recipients.
PUB DATE- 94
NOTE- 108p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Career Choice; Careers; Decision Making; Job Satisfaction; Occupational Aspiration; Vocational Interests; *Vocational Maturity; *Welfare Recipients
IDENTIFIERS- Career Maturity Inventory (Crites); Job

students wrote a brief reflective paper in which they considered their growth as readers. In a graduate-level course intended to acquaint students with findings and trends in recent reading research, groups of four or five students were responsible for designing and carrying out a modest piece of research. Allowing each group to choose its own research question contributed to the active involvement that characterized the research projects. The element of choice in these courses made a difference for many teachers and prospective teachers. It seems to have been particularly effective in fostering self-confidence and developing new habits. (RS)

ED 373 309 CS 011 808

Grambs, David
The Ultimate Spelling Quiz Book: Over 100 Tests, Super Tests, and Killer Spelling Bees.
PUB DATE- 92
NOTE- 333p.; Originally published in 1989 as "Death by Spelling."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *English; Higher Education; Independent Study; Pronunciation; Secondary Education; *Spelling; Test Wiseness
IDENTIFIERS- Error Monitoring; Orthography; *Practice Tests; Self Scoring Tests; Spelling Bees; Spelling Errors; *Spelling Growth; Words

Not aimed at beginning or elementary spellers, this book contains more than 100 tests interspersed with various informative items, pertinent quotations, amusing anecdotes, and lightly historical discourses relating to the orthography of English. The tests in the book represent a rather extensive vocabulary (a person who takes all of the tests is matched against more than 2500 words), but they are meant to be fun to take and interesting to study. The book can be used independently (answers are provided), but it can also be used in class by high school English teachers or by college freshman composition instructors. The book is divided into sections entitled: "About the Tests"; "Scoring Yourself on the Tests"; "Why Is English Spelling So Confused? (A Brief History)"; "Who Was Webster"; "Caution, Dictionaries at Variance"; "Misspellers Unite--If You Can (Spelling Reform)"; "Have Misspellings, Will Print"; "Dissipating at the Soda Fountain (A Brief History of the Spelling Bee)"; "You Say CARE-FLEE and I Say CARE-FULL-EE (Spelling Pronunciations)"; "Of Course You Know What 'Epyllion' Means, But Can You Spell IT? (The Scripps Howard National Spelling Bee)"; "Ultimate Spelling Quiz Book College"; "Spelling Rules"; "Ultimate Quizzes (A Final Round of Tests)"; and "Answers." (NKA)

ED 373 310 CS 011 809

Jones, Versie A.
The Effect of Preschool Attendance on Reading Achievement of Third Graders.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Grade 3; *Instructional Effectiveness;

titles and 44 titles carried over from the 1983 list. A specific edition of each of the novel and nonfiction titles in the list has been authorized because of such features as the translation, the foreword and back notes, the cover, and availability. A Canadian maple leaf identifies Canadian titles in the list. After an introductory section and a discussion of issues for English teachers, the listing is organized by course, and each course is divided into fiction and nonfiction categories. Appendixes present suggestions regarding challenges to book selection and the Alberta Education Policy on Controversial Issues. (RS)

ED 373 330 CS 214 452

Winterowd, W. Ross; Blum, Jack
A Teacher's Introduction to Composition in the Rhetorical Tradition. NCTE Teacher's Introduction Series.
PUB DATE- 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational History; English Curriculum; English Instruction; Higher Education; *Intellectual History; *Rhetorical Theory; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Classical Rhetoric; *Composition Theory; Historical Background; Poststructuralism

Based on the idea that an individual cannot understand literature, philosophy, or rhetoric without knowing the field's historical content, this book traces the evolution of the growing and ever-changing field of composition/rhetoric through numerous schools of thought, including Platonism, Aristoteleanism, New Criticism, and the current poststructuralism. After a discussion of the main themes of classical rhetoric, the book offers a historical analysis of the rhetoric of 18th and 19th centuries, focusing briefly on the works of George Campbell, Hugh Blair, Samuel Taylor Coleridge, and Ralph Waldo Emerson. The book divides the current field of composition/rhetoric into five categories: current-traditional rhetoric, romantic rhetoric, neo-classical rhetoric, new rhetoric, and new stylistics. An entire chapter in the book is devoted to the work of I. A. Richards and Kenneth Burke. The final chapter of the book offers an analysis of poststructuralism influence on composition--discussing New Criticism, deconstruction, feminist criticism, and postmodernism. The book includes a glossary of terms which should be helpful for any teacher. (NKA)

ED 373 331 CS 214 453

Fox, Helen
Listening to the World: Cultural Issues in Academic Writing.
PUB DATE- 94
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

knowledge for the purpose of transforming a set of data into a "useful" document is much more the essence of technical writing than lists of forms and formats in technical writing textbooks. An example of a casebook scenario involved students writing a letter to a professor concerning an unenthusiastic letter of recommendation. Women in the class placed more importance on maintaining a cordial relationship, while men were willing to sacrifice a conciliatory tone to set the record straight. The process of revision required that the students envision themselves in a relationship with the reader that was somewhat different from the one they had initially imagined. (Contains 35 references and a sample letter to the professor.) (RS)

ED 373 350 CS 214 478

Law, Carolyn Leste; Dews, C. L. Barney
The Making of Working-Class Academics: "This Fine Place So Far from Home."
PUB DATE- Dec 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Autobiographies; *College Faculty; Cultural Background; Essays; Higher Education; *Language Role; *Personal Narratives; *Social Attitudes; *Social Mobility; *Working Class
IDENTIFIERS- *Academic Discourse; Empowerment; Scholarly Writing

For two working-class academics/editors, the book they co-edited, "This Fine Place So Far from Home: Voices of Academics from the Working Class," is a working-class book masquerading as a traditional scholarly work. Over 100 submissions were received for the collection, and most were autobiographical and did not resemble scholarly essays at all. It was apparent, however, that the contributors did not want to write yet another theoretical, critical, analytical essay. They had to tell their own stories. This disclosure--the "coming out" as working-class academics--is a revolutionary act and also a necessarily autobiographical act. Such a working-class life story is not a threat to an elite university until it is told. The concern over academic versus working-class language made editorial work on the collection particularly difficult. The book, like the language "style," vacillates between two worlds, at times finding itself between two worlds and in a linguistic and social chasm. There are two audiences for the book, and neither will understand it entirely, since it speaks in the language of neither. The contributors had been asked to think about the intersection of class and higher education, but, in most quarters of higher education, the personal is definitely not considered professional. However, the essays, empowering for the writers, can also be empowering for the working-class readers/students presently in the university. (NKA)

ED 373 351 CS 214 479

Ching, Jann Pataray
Using Art as a Means of Language Development and of Finding One's Voice: One Case Study of an ESL Learner.
PUB DATE- 93
NOTE- 33p.; Cut-out art samples may not copy adequately.
LANGUAGE- English

Education; *Language Role; Professional Training; Theory Practice Relationship
IDENTIFIERS- *Applied Communication; *Communication Context

If the discussions of communication can be divided into those concerned with a description or theory and those concerned with prescription, then it must be understood that the former can never by itself improve communication. As a field, communication studies does not yet know enough about prescriptive language theory; that is, theory concerned with the practical application of language in real life situations, such as in law enforcement or air traffic control. Typically, textbooks are both descriptive and prescriptive, but the connections between these two areas are usually vague at best. In Malcolm Davies' "The Business of Communicating," for instance, the first four chapters explain what communication is and when and why it works or does not work; the last two chapters prescribe which forms of communication should be used. No clear connection between the two sections, however, is made. Had the descriptive section been left out, the prescriptive section would have been just as effective. In developing a prescriptive theory of communication, the scholar should consider at least four questions: (1) what constitutes "good" communication; (2) why it is so difficult to influence how people communicate; (3) which aspects of communication can and should be controlled; and (4) what types of communication failure occur and why. Much work remains to be done in all of these areas. (Includes 11 footnotes.) (TB)

ED 373 370 CS 508 663

Cardoza, John A.
Integrating Oral Communication Skills across the Curriculum.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Convention and Exposition of the National Catholic Educational Association (91st, Anaheim, CA, April 4-7, 1994). Best available copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Catholic Schools; Class Activities; *Communication Skills; High Schools; High School Students; Instructional Effectiveness; *Listening Skills; Speech Communication; Student Needs; *Teacher Role
IDENTIFIERS- *Oral Communication across the Curriculum

The speech/debate team at St. Mary's High School in Stockton, California, begins each competition with a prayer and does not emphasize winning trophies. Nevertheless, they consistently qualify their students at the yearly state championships. According to their coach, this is because the school has supportive and encouraging administrators and faculty who understand the real value of oral communication education. Just as all teachers should be teachers of reading, so all teachers should be teachers of oral communication skills. Teachers constantly model effective oral communication--teaching basic skills, such as speaking clearly, listening carefully, and thinking critically. Speaking skills include situations common to all classrooms, but because they are so common, teachers ignore the tremendous opportunity these situations provide to teach speaking skills directly rather than by osmosis. These skills can be grouped into five areas: affective, ritualistic, imaginative, informative, and persuasive. Classrooms also provide the opportunity to introduce and develop certain basic

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Educational Change; *Educational Innovation; Elementary Secondary Education; *Federal Regulation; Government Publications; School Effectiveness; *School Restructuring; *Special Needs Students; State School District Relationship; *State Standards
IDENTIFIERS- California; Charter Schools; *Deregulation; Kentucky; *Regulatory Flexibility; South Carolina

A number of Federal education reform initiatives, either enacted or under consideration by the Congress, provide schools with regulatory flexibility. In response to two Congressional committees, this study had the following objectives: (1) describe state regulatory flexibility efforts; (2) describe how schools used flexibility to attempt improvement; (3) determine what accountability systems states have implemented to ensure that children benefit from these efforts; and (4) determine how these efforts affected children with special needs. Because of the similarities of three states' (California, Kentucky, and South Carolina) programs for children with special needs to many federal programs, the research focuses on these states' efforts to provide flexibility to schools and provide lessons for federal programs. In each of the three states local, district, and state school officials were interviewed and information collected about the effects of federal regulations and monitoring on their efforts. Recommendations are made for Congressional consideration and for the Secretary of Education. Comments from the Department of Education and state officials are summarized. The appendices, which comprise over half of the document, provide profiles of each of the three states' experiences with the objectives of the study. (MLF)

ED 373 389 EA 025 974

Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (13th, Jomtien, Thailand, June 22-26, 1992). Final Report.
PUB DATE- Jun 92
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Developing Nations; *Educational Assessment; Educational Innovation; Educational Objectives; Elementary Secondary Education; Foreign Countries; *International Education; *International Programs; *Outcomes of Education; Technology Education
IDENTIFIERS- *Asia; *Pacific Region

This report summarizes the proceedings of the Thirteenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development (APEID). The meeting's objectives were to: (1) make an overall review of APEID's work during the 5-year period 1987-91; (2) to discuss major educational innovations that have implications for promoting universal primary education, secondary education, and science and technology education, and to prepare assessment criteria; and (3) review the institutional framework and modalities of action of APEID. Part 1 presents the introduction and lists the meeting's format and participants. Part 2 provides an overview of APEID program and activities in the fourth cycle (1987-91). Part 3 offers observations on the United Nations Development Programme (UNDP) consultants' report on "Regional Programme on Basic Education for the Fifth Cycle." The report was relevant to the meeting because it presented a basic-education programme for the region as a whole. Part 4 describes major innovative

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Child Health; Child Welfare; Curriculum Development; Educational Finance; *Educational Policy; *Educational Trends; Elementary Secondary Education; School Choice; School Restructuring; *State Action; *State Legislation
IDENTIFIERS- *North Carolina

State boards of education are routinely placed in the challenging position of reacting to emerging problems or responding to policy proposals generated by other actors in the policy arena. This policy briefing paper was written to help members of the North Carolina Board of Education identify educational policy issues they are likely to confront by the end of the 1990s. Data were derived from: (1) an inventory of policy options under consideration in other states; (2) analysis of evaluation reports of recently adopted initiatives; (3) discussions with policy experts; and (4) a review of North Carolina demographic data. The paper describes educational policy initiatives that are emerging in three critical areas--improving the conditions of children and youth, improving schools, and improving state support systems for education. In conclusion, three driving forces will demand educational policy responses throughout the decade--crisis in the lives of American children and youth (who are placed at risk by poverty, racism, and poor health), changes in the social structure, and national pressure to improve schools. State educational policymakers will confront problems that will be national in scope and extend beyond education to include health, social welfare, and economic development. (LMI)

ED 373 408 EA 026 017

Maniloff, Howard; And Others
School District Administrators in North Carolina.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Jan 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; Administrator Role; *Efficiency; Elementary Secondary Education; Labor Utilization; *School Districts; School District Size; *Superintendents
IDENTIFIERS- *North Carolina

This paper presents findings of a study that investigated the size and composition of the corps of school district administrators in North Carolina. Findings suggest that most North Carolina school districts are staffed traditionally with regard to administration--concentrating on district operation, the instructional program, and federal or state mandated programs. Larger districts require more administrators to conduct more specialized functions. However, North Carolina has fewer school district administrators than the nation as a whole and fewer than half the states. Because of their size, necessary operations, and administrative requirements, districts in North Carolina have many administrative responsibilities. The following strategies to enhance administrative efficiency are offered: (1) recognize and support essential administrative functions and the administrators who perform them; (2) review state educational policies for congruence between educational goals and state evaluation. It describes an ongoing evaluation being conducted by the National Academy of Education (NAE) of the "Trial State Assessment," a piece of the National Assessment of Educational Progress (NAEP). At this interim stage, the NAE study has been well received by Congress and other audiences because the NAE panel: (1) covered the topics requested by Congress; (2) did its homework; (3) comported itself impartially; (4) provided clearly written results; (5) observed Washington etiquette regarding submission; and (6) briefed Congress personally. Any external evaluation group must guarantee impartial research, overcome Congressional distrust of researchers, resist pressure from contending parties, move from broad legislative objectives to specific researchable problems, and specify deadlines and formats for clear reporting. A conclusion is that researchers can strongly influence national policy when they have evidence for their conclusions; their work deals with problems faced by policymakers; and they clearly state their conclusions. Appendices contain pertinent legislation from the General Education Provisions Act, a list of studies completed by the NAE evaluation panel, and topics of NAE research. (LMI)

ED 373 427 EA 026 037

Westbrook, Kathleen C.
State-of-the-State 1994. Illinois: The Song without an End.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Budgeting; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; *Politics of Education; School District Reorganization; *School Restructuring; State Aid; State Legislation; State Standards; Tax Effort
IDENTIFIERS- *Illinois

This paper describes the state of public education in Illinois in 1994. Over the last 3 years, the state has tried to improve its educational system, but continues to fall short of its goal. Attempts to produce economic efficiencies come at the expense of educational programs in rural communities while decentralization efforts in Chicago try to implement what the rural schools have always had--parents, teachers, and communities working together. State incentives send mixed messages: consolidate and decentralize. State fiscal incentives are built in piecemeal fashion and the new accountability standards constitute rhetoric without a funding formula behind it. Political realities continue to encumber movement toward a fairer system within the state and agreement on how to fund the 1995 budget. Administrators continue to seek additional revenues or cut costs without understanding how curricular expenditures relate to overall fiscal health or efficiency. The current growth-spend-improvement curve is antiquated, and a new representation of educational realities must be developed if Illinois is to increase its literacy and graduation rates. This era of globalization, technology, and multicultural boundedness has created permanent changes in schooling, which require a new vision of collaboration. It is concluded that until the process of education becomes a focus, its inputs or outputs will not change. (LMI)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Decentralization; *Decision Making; Educational Change; Elementary Secondary Education; Foreign Countries; Institutional Autonomy; *Organizational Change; Organizational Climate; Principals; *School Based Management
IDENTIFIERS- *United Kingdom

There are many forms of school decentralization within and among countries. This paper presents findings of a study that compared decentralization efforts in England and the United States to identify changes that have been made in school-management structures and the effect of these changes on school operation. Data were derived from: (1) interviews with 60 school heads who have been identified as "successful"--30 in the United States and 30 in the United Kingdom--and who were fairly equally distributed among the public, private nonprofit, and private for-profit economic sectors; and (2) analysis of school documents. Specifically, the study categorized school heads' management decisions to place schools on a continuum of organizational autonomy. Findings indicate that American public school heads, even those extensively involved in school-based management, appear to operate with less autonomy than their counterparts in the other types of schools studied. Sector location provides partial explanatory power for location on the continuum from autonomy to dependence. Publicly financed English schools, for example, appear to act more like nonprofit schools than like publicly financed U.S. schools. At the other extreme, for-profit school heads appear to have relatively large amounts of autonomy, but they also face greater personal risks. (LMI)

ED 373 446 EA 026 058

Jenkins, Edgar W.
Knowledge in Action? An Ethnographic Study of High School Design and Technology.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Educational Practices; Foreign Countries; Secondary Education; Teaching Methods; *Technical Education; Technology; *Technology Education; *Theory Practice Relationship
IDENTIFIERS- *England

In any democratic system, the schooling of technology is ultimately a matter of negotiation at a variety of levels, even when, as currently in England and Wales, the central government seeks to define a statutory technology curriculum. This paper presents findings of a study that examined the technology education provided in three high schools in northern England. Specifically, the study sought to describe the curricular, pedagogical, institutional, and other dimensions of school technology education in the three schools and to examine the ways in which they attempted to develop and assess students' "technological capability." The study was conducted during 1990-92, after the passage of the 1988 Education Act but before the relevant parts of the statutory order defining the technology curriculum came into effect. Data were derived through of states using data comparisons to verify child count; suggestions for collecting and updating child count information; and a special education funding and child tracking system data form. (JDD)

ED 373 465 EC 303 233

Cohen, Mary Kemper
Children on the Boundary: The Challenge Posed by Children with Conduct Disorders.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 94
NOTE- 31p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; Definitions; Educational Improvement; *Educational Strategies; Elementary Secondary Education; *Eligibility; Intervention; Special Education; *Student Characteristics; *Student Placement; Symptoms (Individual Disorders)
IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This synthesis of the literature examines the characteristics of children with conduct disorders and the special education placement dilemmas they present. The paper distinguishes among the terms delinquency, social maladjustment, conduct disorder, and behavioral disorder. The paper discusses eligibility of students with conduct disorders for services under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Students with conduct disorders are described as falling into a "boundary area," as the federal definition of serious emotional disturbance excludes students who are socially maladjusted, while conduct disorders have long been considered to be a mental impairment in the Diagnostic and Statistical Manual and thus would be eligible for services under Section 504. The paper describes school approaches to more effectively meet students' needs, categorized as universal interventions, selected interventions, functional curriculum and a vocational training program, alternative programs or alternative schools, and diversion programs. Strategies are recommended for improving services to these children and their families, including, among others: revise the current federal definition of seriously emotionally disturbed; ensure that strong prereferral strategies are in place; provide for early identification and intervention; improve efforts to reach out to families; enhance collaboration among schools, mental health agencies, and other appropriate agencies; and improve training opportunities and collaboration among professionals. (Contains approximately 80 references.) (JDD)

ED 373 466 EC 303 234

Assessment and Eligibility in Special Education: An Examination of Policy and Practice with Proposals for Change.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 94
NOTE- 40p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

are placed, and ongoing monitoring of student progress should occur. (Contains 45 references.) (JDD)

ED 373 484 EC 303 252

Screen, Robert Martin; Anderson, Noma Bennett
Multicultural Perspectives in Communications Disorders.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indians; Audiology; Black Dialects; Blacks; *Communication Disorders; Counseling Techniques; *Cross Cultural Training; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; Ethics; Hearing Impairments; Hispanic Americans; Language Impairments; Legal Problems; *Minority Groups; Multicultural Education; *Professional Associations; Speech Impairments; *Speech Therapy; Staff Role; Therapists
IDENTIFIERS- *American Speech Language Hearing Association

This text provides information about the impact of multiculturalism on services for individuals with communication disorders. It examines the involvement of the American Speech-Language-Hearing Association (ASHA) and multicultural speech, language, and hearing organizations as they respond to the challenges created by multiculturalism. An introductory chapter presents an overview of the roles and responsibilities of audiologists and speech-language pathologists. Subsequent chapters focus on: (1) multicultural participation in the professions of audiology and speech-language pathology; (2) the ASHA and cultural diversity; (3) the Black Caucus of the ASHA; (4) the National Black Association for Speech Language and Hearing, the Native American Caucus of the ASHA, and the Hispanic Caucus of the ASHA; (5) legal and ethical issues in communication disorders affecting multicultural populations; (6) development of Black English vernacular; (7) counseling minorities in communication disorders; (8) communication disorders among multicultural populations; and (9) profiles of audiologists and speech-language pathologists representing diverse cultural and linguistic groups. (Contains approximately 120 references.) (JDD)

ED 373 485 EC 303 254

St. Louis, Kenneth O.; And Others
Coexistence of Communication Disorders in SchoolChildren. ASHA Monographs No. 27.
PUB DATE- Mar 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation Impairments; *Communication Disorders; Databases; Elementary Secondary Education; *Hearing Impairments; *Incidence; *Multiple Disabilities; Stuttering; Voice Disorders
IDENTIFIERS- *National Speech and Hearing Survey

This monograph describes the National Speech and Hearing Survey (NSHS) database and examines the prevalence of articulation deviations, voice deviations, stuttering, dialects, hearing impairments, and multiple deviations. Literature on the learning disabilities and other less visible disabilities. Making decisions about test accommodations is challenging because changing testing procedures or materials may change the technical adequacy of a test. Characteristics of technical adequacy include test reliability, accuracy in making predictions about test takers, and test validity. Accommodations allowed in national and state assessment programs are inconsistent, involving widespread variation in practice. A comprehensive set of guidelines is needed that state and national agencies can use in decision making. Guidelines for making decisions about accommodations need to address: inclusion and exclusion criteria, when and how to modify tests or testing procedures, how to report scores, and how to summarize data. Identifying accommodations that are both fair and technically adequate requires a delicate balancing of individual and societal rights. Contains two references. (JDD)

ED 373 505 EC 303 274

Consistency Needed in Naming Disabilities in Data Collection Programs. Brief Report 10.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Data Collection; Definitions; *Disabilities; Elementary Secondary Education; Government Role; *Labeling (of Persons); *National Programs; *Research Needs
IDENTIFIERS- *Standardization

This brochure argues for consistency in how disabilities are named in national data collection programs. It notes that currently many students with disabilities are excluded from national data collection programs and, when they are included, there is extreme variability in the disability classification assigned to them. Nineteen different national data collection programs were examined, of which only 10 identified students with a learning disability. A table lists each of the data sources and the special education categories recognized. It is recommended that the federal government and researchers: (1) develop a more uniform, perhaps standardized, system for naming disability conditions, possibly paralleling the federal special education categories; (2) initiate a dialogue among representatives from the appropriate federal groups and agencies, both educational and non-educational to identify possible means for collecting uniform disability-related data across agencies, especially for the school age population; (3) alternatively, develop "cross-walk" procedures to allow agencies' disability category systems to be converted to the federal special education system; and (4) intensify efforts to include all students and individuals with disabilities in national data collection programs and develop guidelines in testing accommodations. (DB)

ED 373 506 EC 303 275

Paul, Peter V.
Toward an Understanding of Deafness and Second-Language Literacy.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Disabilities; Economic Development; Employment Opportunities; *Employment Programs; Environmental Scanning; Needs Assessment; Personnel Needs; *Private Sector; *Program Development; *Public Sector; Regional Programs; State Programs; Strategic Planning; Vocational Rehabilitation

This manual presents a process for creating public-private sector partnerships on state and regional levels focused on increasing job opportunities for people with disabilities. The manual's four chapters follow the recommended program planning process. The first chapter offers suggestions for building a cadre of consumer, private sector, and public sector coalition partners. Chapter 2 discusses conducting an environmental assessment identifying the deficiencies in the number and type of job opportunities for specific consumer groups, current and future personnel needs of private sector businesses, the public sector's capacity to meet employment needs, and entrepreneurial aspirations of consumers. Chapter 3 focuses on development of the strategic plan in response to the environmental assessment, including a statement of vision, mission, and plan unique to the state or region and addressing consumer aspirations, private sector needs, and public sector mission. In Chapter 4 the design and operation of business and corporate initiatives are addressed, including the design of an effective business, state, or regional initiative. (Contains 14 references.) (DB)

ED 373 525 EC 303 294

Inge, Katherine J., Ed.; Wehman, Paul, Ed.
Designing Community-Based Vocational Programs for Students with Severe Disabilities. Vocational Options Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; Case Studies; *Community Based Instruction (Disabilities); Employment Potential; Federal Legislation; Labor Legislation; Productivity; *Program Development; Secondary Education; Self Management; *Severe Disabilities; *Supported Employment; *Vocational Education
IDENTIFIERS- Fair Labor Standards Act

This manual presents six papers on the design of community-based employment programs for students with severe disabilities. The first paper is "Community-Based Vocational Preparation for Students with Severe Disabilities: Designing the Process" by Katherine J. Inge et al. This paper details a five-step process for designing such a program. The second paper is also by Katherine J. Inge et al. and is titled "Community-Based Vocational Instruction and the Labor Laws: A 1993 Update." It includes frequently asked questions about the Fair Labor Standards Act and case study examples to help interpret the guidelines. The third paper, by Katherine J. Inge and Stacy Dymond, is "Challenging Behaviors in the Work Place: Increasing One Student's Access to Community-Based Vocational Instruction Using a Changing Criterion Design." The fourth paper, "Supported Employment for School-Age Students with Severe Disabilities: Issues and Applications" by Stacy Dymond et al, uses a case study of one student in the Vocational Options mainstream sections is discussed. Two appendixes provide copies of the essay examination rubric and the student survey questionnaire. (MDM)

ED 373 543 FL 022 179

Griffin, Kara; Sherriffs, Ellen
Teaching Values through American Movies.
PUB DATE- 12 Mar 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Course Content; Course Descriptions; *English (Second Language); *Films; Learning Activities; North American Culture; Questionnaires; *Second Language Instruction; Social Values; Student Attitudes; Teacher Role; Teaching Methods; Values; *Values Education
IDENTIFIERS- Film Viewing

This presentation provides teachers of English as a Second Language (ESL) with an outline for a seven-session course entitled "Great American Films," which is designed to teach ESL students about cultural, universal, and personal values through the use of popular American films. The presentation contains: (1) a course syllabus; (2) suggestions on teaching methods and classroom techniques; (3) short reviews of five popular American films from the 1970s and 1980s; (4) student activities; and (5) student questionnaires. During the course students view one entire film, such as "The Wizard of Oz," and clips from other films that emphasize a particular value or cultural trait. Students discuss American films, values, their favorite films, and the instructional value of films. They also participate in word games and vocabulary exercises, read particular roles of characters that they have viewed, and complete several questionnaires. At the end of the course students are divided into small groups and produce their own "mini-movie," a short scene that emphasizes a particular value. (MDM)

ED 373 544 FL 022 186

Kennedy, Chris, Comp.; And Others
Research on English Language and Communication in Business - A Bibliography, 1988-1992.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Administration; *Business Communication; Cultural Differences; *English for Special Purposes; Foreign Countries; *Intercultural Communication; *Language Research; *Letters (Correspondence); Oral Language; Written Language

The bibliography lists studies of English language use in business communication. The first section cites research undertaken from a language or communication perspective, and the second section contains research from a management or business viewpoint. Within each of these sections, research is

Montgomery, Michael
The "Dictionary of Smoky Mountain English" as a Resource for Southern Appalachia.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Appalachian Studies Association Convention (Blacksburg, VA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Dictionaries; Differences; *English; Etymology; Grammar; Idioms; Language Patterns; Regional Characteristics; *Regional Dialects; Social History
IDENTIFIERS- *Appalachia; Appalachian Studies; *Great Smoky Mountains

This paper argues that one important reflection of a culture's status is the existence of general reference books on it. To this end, it discusses the forthcoming "Dictionary of Smoky Mountain English," a book designed to address the lack of a comprehensive reference work on Appalachian speech and language patterns in this region. The paper examines the background, rationale, sources, and main features of the dictionary, along with some of the special considerations that have emerged in the production of the work. The dictionary is largely based on the research of Joseph Sargent Hall, who studied and recorded the speech of the area beginning in the 1930s, along with 20th-century local and historical literature, interviews, glossaries, and local fiction. The dictionary entries contain information on pronunciation and etymology, details of grammatical patterning, cross-references to general works on Appalachia, and calibration of entries to other works, such as the "Oxford English Dictionary" and the "Dictionary of American Regional English." (MDM)

ED 373 566 FL 022 366

Shen, Xiaonan Susan
Using Skits To Enhance Beginners' Communicative Skill.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (27th, San Antonio, TX, November 20-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; *Classroom Techniques; Communicative Competence (Languages); Dialogs (Language); *Second Language Instruction; *Second Language Learning; *Skits; Speech Skills; Teaching Methods; Vocabulary Development

This paper discusses the use of skits and dialogues in a first-year Chinese course to help novice learners enhance their communicative skills. Because novice learners of Chinese lack the appropriate vocabulary and grammar knowledge to express themselves freely, skits can help them use their limited knowledge to communicate in an effective manner. Starting from lesson 13, the novice learners present one short skit per lesson, focusing on such topics as making an acquaintance or shopping in a store. Empirical experience based on oral-proficiency orientated teaching has shown that beginning language training, workplace ESL, citizenship ESL, family literacy). Different kinds of service providers and funding are examined, and an assessment is made of how well existing services are meeting the need. Significant challenges are discussed, including transitions between instructional levels and/or agencies, testing and evaluation, staffing, and use of technology. Political issues are discussed, and a strategic plan for ESL services is proposed. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 586 FL 800 723

Wrigley, Heide Spruck; And Others
Sparks of Excellence: Program Realities and Promising Practices in Adult ESL. A Report on an Investigation of English as a Second Language Service for Adults.
PUB DATE- 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Qualifications; Administrators; Adult Basic Education; Adult Education; Computer Oriented Programs; Educational Assessment; *Educational Needs; *Educational Planning; Employment Practices; *English (Second Language); *Language Teachers; *Literacy Education; Program Administration; Program Effectiveness; Research Needs; Second Language Instruction; Student Needs; Teacher Qualifications; Testing; Transitional Programs

A study of English-as-a-Second-Language (ESL) education in the United States is summarized. Focus is on special challenges in providing ESL education and promising ways in which providers are meeting those challenges. An introductory section describes the context of current ESL instruction, including the nature of the learners' needs and backgrounds and political issues. Several subsequent chapters address specific challenges, describe promising approaches used by some agencies and organizations, and propose additional strategies. The challenges discussed include barriers to student progress through the ESL system, testing and assessment, staffing (teachers and administrators), matching learner goals and curriculum focus, and use of computer technology. Research agendas are identified in each of those areas. The final section proposes a strategic plan for development and provision of ESL services, offering national goals, specific goals in administration, finance, and professional practice, and goals for the ESL field to address. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 587 FL 800 725

Schoua-Glusberg, Alicia S.
Immigrant Education Program, FFY 89-FFY-93. Final Study of the Illinois State Legalization Impact Assistance Grant.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Citizenship Education; *Civics; *English (Second Language); Federal Aid; Federal Legislation; Graduate Surveys; *Immigrants; Literacy Education;

England, Canada, New Zealand, Scotland, Australia, and the United States explore the relationship between education and work in democracies. The articles are: "Introduction: The Meaning and Place of Work" (Corson); "Towards a Humanistic Conception of Education and Work" (Chomsky); "Education, Schooling and the World of Work" (Wringe); "Introduction: Linking Education and Work" (Corson); "Issues in the Vocational-Liberal Studies Controversy (1900-1917): John Dewey vs the Social Efficiency Philosophers" (Wirth); "Vocational Education and Democracy" (Sherman); "Introduction: Policy in Social Context" (Corson); "Gender, Education, and Work" (Branson); "Technical and Vocational Schooling: Education or Work?" (McCulloch); "Leisure, Work and Education" (Entwistle); "Social and Technological Change: Diversity or Commonality in Post-School Education" (Weir); "Youth Unemployment: A Review of the Literature" (Furnham); "State Policy and Employment" (Shirley); "Introduction: Studies in Work across the Curriculum" (Corson); "Building on Youth Cultures in the Secondary Curriculum" (Walker); "School to Work" (Taylor); "Unemployment and the Schools" (Snook); and "Vocational Skills Training in Transition Education: Successful Practice in New Zealand?" (Korndorffer). Contains 367 references. (MN)

ED 373 146   CE 066 833

Bertrand, Olivier; And Others
Apprenticeship, Alternance, Dual System: Dead Ends or Highways to the Future?
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Apprenticeships; *Experiential Learning; Foreign Countries; Industrial Training; *On the Job Training; Secondary Education; Skilled Occupations; Skilled Workers; Trainees; Unemployment; *Vocational Education; *Work Experience Programs; Youth Employment
IDENTIFIERS- *Alternance Training

In the face of chronic youth unemployment, decision makers in many countries are questioning the role and effectiveness of alternance between school-based vocational training and in-company work experience. This notion applies to three very different realities: training courses offered as an alternative to traditional school-based training for youth with low academic levels; training courses aimed at familiarizing participants with the company and applying knowledge acquired through schooling; and the company as primary site for acquiring competence, with theoretical background provided in the school. One difficulty lies in extending the model to more highly skilled jobs. Companies show an increasing tendency to recruit their labor force with higher training on the external market. One educational concern is whether it is preferable to move to a unified training system or maintain a separate vocational track. For alternating training to function properly, the points of view and motivations of the different actors must be considered. Employers have to see an economic advantage for themselves. The success of alternating training depends on support of regional and local authorities, and the national institutional framework should not block local labor market dynamics. Employees' representatives want to be certain that time spent in the company is in fact used for training. The attraction of more high-quality students raises the problems of parity and the upgrading of industrial and manual

IDENTIFIERS- *Germany

A study examined the current status and likely future of trade unions in the German Trade Union Federation. The study focused on the following topics: unions as part of a social partnership, unions as partners in self-administration, collective pay policy against unemployment, plant reorganization and its impact on work and wages, the trend toward increasing part-time employment, flexible working hours, company pension schemes and invested wages, the basic problem of long-term unemployment, efforts to avoid a downward spiral in employment and wages, upheaval in Germany's unions, union efforts to gain more members, and union members with foreign passports. The study established that, within a 2-year period, union membership decreased from 11.8 million to 10.3 million. Membership losses were especially high in eastern Germany. The future of the federation as the umbrella organization of Germany's trade unions was being questioned by several branch unions that are seeking more powers at the local level and expressing a desire to integrate with certain other branch unions. Despite the internal problems facing the German unions, their stabilizing function in the economy and society as a whole still remained evident. (A list of the federation's 16 branch trade unions with membership numbers is included.) (MN)

ED 373 166   CE 066 968

Gilbertson, Alan; And Others
Wisconsin Integrated and Applied Curricula Project. Year One: 1993-1994.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 20 Aug 94
NOTE- 670p.; Appendix C contains pages with broken print.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Child Development; Cognitive Style; Conferences; Cooperative Learning; *Curriculum Development; Instructional Materials; *Integrated Curriculum; Leadership Training; Learning Activities; Mentors; Partnerships in Education; Postsecondary Education; School Counseling; Secondary Education; State Curriculum Guides; *Statewide Planning; Student Evaluation; *Teacher Workshops; Teamwork; *Vocational Education
IDENTIFIERS- Coalitions; *Tech Prep; *Wisconsin

These materials were developed as part of Wisconsin's tech prep initiative. The 25-page report describes how approximately 500 secondary and postsecondary educators who would be responsible for the initial development, implementation, and assessment of the state's grade 11-14 integrated/applied curricula attended a 2-day training workshop in February 1994. Of those educators, 160 also participated in a 4-day conference in June 1994. Participants were also eligible to compete for minigrants allowing them to implement one or more of the integrated tasks developed during the workshops. Appendixes constituting over 90% of this document include the following: lists of project work team members, leaders, and activities; project agendas and evaluation survey forms; selected raw data; survey formats; project-related correspondence; action plan; and two packages of materials from the integrated and applied curricula workshop regarding the following areas of policy/practice: learner support, curriculum, credit, quality, and resources. Appended is a list of policy group members. (Contains 52 references.) (MN)

ED 373 184 CE 067 005

Jones, Lesley
Education and Deaf and Hard of Hearing Adults. A Handbook.
SPONS. AGENCY- Joseph Rowntree Memorial Trust, York (England).
PUB DATE- 93
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Education; Classroom Techniques; Cognitive Style; Communication Aids (for Disabled); Communication Disorders; Communication Skills; *Continuing Education; Cultural Differences; Curriculum Development; *Deafness; Distance Education; Educational Environment; Educational Opportunities; *Educational Planning; Educational Policy; *Educational Practices; Educational Strategies; *English Instruction; Financial Support; Foreign Countries; Individual Differences; *Partial Hearing; Participation; Skill Development
IDENTIFIERS- British Sign Language; *Great Britain

This handbook is designed to help policymakers and providers meet the educational needs of deaf and hard-of-hearing adults and develop access to postcompulsory education for hearing-impaired adults. The following topics are covered: deafness and difference (the culture and identity of deaf people, images of deafness, voluntary organizations, and prevalence of hearing impairments); language and communication (communication needs of hearing-impaired people, British Sign Language interpreter training, training for communicators, and provision of the most relevant communication support); meeting communication needs (technological and human aids to communication and concerns and issues); barriers to access (barriers before, during, and after a program of study and collaborating to overcome them); learning opportunities (identifying needs, adult basic education, information technology, health promotion, courses for minority adults, counseling, work-based training and learning, deaf studies, and suitable teaching strategies); styles and settings for learning (integrated courses and open and distance learning); staff development and training (language and communication training and general communication guidelines); and funding, management, and policy issues. Appendixes contain information on the survey on which this handbook is based and names and addresses of 47 key organizations serving hearing-impaired adults. Contains 41 references. (MN)

ED 373 185 CE 067 006

McGivney, Veronica
Wasted Potential: Training and Career Progression for Part-Time and Temporary Workers.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Competition; Consultants; *Entrepreneurship; *Information Sources; Learning Activities; Postsecondary Education; Professional Associations; Public Agencies; Publications; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides; *Technical Assistance
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on help for entrepreneurs in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: technical assistance and how it helps entrepreneurs; sources of technical assistance; and ways business affiliations, business associations, government agencies, educational institutions, competition, professional consultants, and publications help entrepreneurs. (MN)

ED 373 202 CE 067 036

Types of Ownership. Unit 7. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-07.
PUB DATE- 94
NOTE- 20p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Corporations; *Entrepreneurship; Learning Activities; *Ownership; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on types of ownership in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide

(052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; Competition; *Entrepreneurship; Free Enterprise System; International Trade; Learning Activities; Managerial Occupations; Postsecondary Education; Productivity; Secondary Education; Self Employment; Small Businesses; *Success; *Supply and Demand; Teaching Guides

IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on small business in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of eight references. Model assessment responses are provided in the instructor materials. These six objectives are addressed: describe the role of small business in a free enterprise system; analyze the effects of supply, demand, profit, and competition on small business; identify factors that contribute to the success of a small business; describe the process of starting a small business; discuss the common reasons for small business failure; and recognize the opportunities for small business in the global marketplace. (YLB)

ED 373 219 CE 067 053

Business Opportunities. Unit 3. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-3.

PUB DATE- 94

NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; Change; *Competency Based Education; *Creative Thinking; Creativity; Decision Making; *Employment Opportunities; *Entrepreneurship; Learning Activities; Managerial Occupations; Postsecondary Education; Risk; Secondary Education; Self Employment; Small Businesses; Teaching Guides

IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business opportunities in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher

Making; *Entrepreneurship; Learning Activities; Postsecondary Education; Recordkeeping; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides

IDENTIFIERS- Customer Services; *Debt Collection; Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on customer credit in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the importance of offering customer credit, criteria for granting credit, options to consider when choosing credit policies, necessary basic credit records, procedures for calculating and analyzing average collection periods, development of accounts receivable "aging" systems, effective collection procedures, and use of collection agencies and courts. (MN)

ED 373 236 CE 067 070

Risk Management. Unit 20. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-20.

PUB DATE- 94

NOTE- 29p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Accident Prevention; Behavioral Objectives; *Business Education; *Competency Based Education; Crime Prevention; Decision Making; *Entrepreneurship; Insurance; Learning Activities; Postsecondary Education; *Risk; *Risk Management; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides

IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship; Shoplifting

This instructor guide for a unit on risk management in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: options for promoting a business, costs of media options, options that match target market and image, materials that represent the image, promotional budget and calendar, and evaluation of promotional activities. (KC)

ED 373 253　　　　CE 067 087

Selling. Unit 16. Level 3. Instructor Guide. PACE. Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-16.
PUB DATE- 94
NOTE- 35p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; Marketing; Postsecondary Education; Retailing; *Salesmanship; Secondary Education; *Small Businesses; Strategic Planning; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on selling in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the role of selling, product/service analysis, potential customers, policies and procedures that emphasize quality of service, competitive advantage, steps of the selling process, training and motivating salespeople, and a sales plan. (KC)

ED 373 254　　　　CE 067 088

Record Keeping. Unit 17. Level 3. Instructor Guide. PACE: Program diverse than in past years, separate chapters discuss the concerns and needs of African American, Latino, and Asian American seminarians. Finally, legal matters are covered with overviews of canon law, psychological testing for admission to seminary, and legal considerations concerning civil law and confidentiality issues. (RJM)

ED 373 270 CG 025 525

Bloom, Dan; Sherwood, Kay
Matching Opportunities to Obligations: Lessons for Child Support Reform from the Parents' Fair Share Pilot Phase.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Department of Health and Human Services, Washington, D.C.; Department of Labor, Washington, D.C.; Ford Foundation, New York, N.Y.; McKnight Foundation, Minneapolis, MN.; Northwest Area Foundation, St. Paul, Minn.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Support; Father Attitudes; Job Placement; Job Training; Labor Force Development; Parent Participation; *Parent Responsibility; Peer Counseling; Peer Influence; Welfare Recipients; Welfare Services
IDENTIFIERS- *Noncustodial Parents

The Parents' Fair Share Demonstration (PFS) was created to boost the incomes of poor noncustodial parents (most of them fathers) so as to increase child support payments and decrease the number of welfare recipients. This report gives the results of a nine-site pilot program, which operated from early 1992 through 1993. The program addressed two fundamental questions: (1) Would the child support enforcement and job training systems be able to work together and implement this complex and innovative program? and (2) Would the noncustodial parent actively participate in light of their hostility to a child support enforcement system? While many sites experienced operational difficulties, especially a lack of on-the-job training positions, the programs enrolled more than 4,000 noncustodial parents. Two-thirds of them participated in program activities, with most of the others having found jobs on their own or having been referred back to the courts for further enforcement. The heart of the program centered on the peer support sessions, with sometimes dramatic positive changes in attitudes and behavior being reported by both participants and staff. Parents in the program defied stereotypes of apathy while officials in the child support enforcement system became enthusiastic advocates of the program's potential. (RJM)

ED 373 271 CG 025 529

Walter, Todd J.; And Others
Self-Predictions and Depressive Realism in Future Life Events.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires,

Opportunities and Basic Skills Program

To investigate the career maturity of welfare recipients, this thesis examines six independent variables: (1) race; (2) sex; (3) age; (4) level of formal education; (5) general intelligence; and (6) locus of control. Scales taken from the Career Maturity Inventory served as the dependent variables. The sample consisted of 83 welfare recipients who were eligible for the Job Opportunities and Basic Skills (JOBS) program in a midwestern state. Of the 100 comparisons that were made, 30 were for main effects and 70 were for interactions. Results for the main effects indicate that individuals who possess an internal locus of control are more mature in decisiveness and orientation, that females are more mature in involvement than males, and that individuals with general intelligence (91 to 100) are more mature in compromise. As for the significant interactions, findings revealed the following positive correlations: (1) formal education, general intelligence, and locus of control with Involvement; (2) formal education and age with Decisiveness; (3) race, sex, and general intelligence with Independence; and (4) race and sex with Orientation. Five tables and three figures offer statistical summaries. (RJM)

ED 373 291 CG 025 606

Rainone, Gregory; And Others
Youth-at-Risk in New York State: Alcohol and Drug Use Findings.
PUB DATE- Nov 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *At Risk Persons; Children; Delinquency; *Drinking; *Drug Use; Illegal Drug Use; Secondary Education; Student Attitudes; Student Behavior; Truancy; Youth Problems
IDENTIFIERS- *New York

In the winter of 1989-1990, the Bureau of Applied Studies of the New York State Office of Alcoholism and Substance Abuse Services (OASAS) conducted a major survey of alcohol and other drug use among students in public and private schools throughout the state. In addition to students in grades 7 through 12, who historically constitute the survey sample, this study included students who were at particular risk for dropping out of school. Also surveyed was a sample of residents in Division for Youth (DFY) facilities. This report focuses on survey findings for those youth who can be considered to be at high risk of engaging in alcohol and substance use. Three sections of the report deal with specific segments of youth-at-risk surveyed in the study: (1) students attending school on the day of the survey who otherwise indicate high rates of absence; (2) students attending alternative high school programs in New York City; and (3) residents of DFY residential facilities. Each section describes the demographic characteristics, substance-use findings, associated behaviors and help-seeking preferences for each segment of youth. A concluding section addresses the subpopulation of youth-at-risk who have dropped out of school totally and who are not represented in the study. (RJM)

ED 373 292 CG 025 607

Drug and Alcohol Findings: New York State Students in Fifth and Sixth Grades.
PUB DATE- Jan 93

Minority Groups; *Preschool Education; Primary Education; *Reading Achievement; Reading Research; Reading Skills
IDENTIFIERS- Illinois (Chicago); Iowa Tests of Basic Skills

A study examined whether preschool attendance has a positive effect on reading achievement of third graders. Subjects were 40 students attending third grade at the Benjamin Wright Raymond Public School (100% minority students), located in a mostly low socioeconomic neighborhood in the Chicago, Illinois area. Half of the subjects had attended preschool. Data on students' reading scores and achievement levels were gathered from students' 1994 Iowa Tests of Basic Skills. Results indicated that students at the third-grade level who attended preschool achieved higher reading scores than children who did not attend preschool. Findings suggest that reading achievement gains made by preschoolers are retained through the third grade. (Contains 14 references and one table of data.) (RS)

ED 373 311 CS 011 810

Hardman, Regina
The Effect of CAI on Reading Achievement.
PUB DATE- 1 Aug 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Grade 4; Intermediate Grades; Program Effectiveness; *Reading Achievement; *Reading Instruction; Reading Research
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills

A study determined whether computer assisted instruction (CAI) had an effect on students' reading achievement. Subjects were 21 randomly selected fourth-grade students at D. S. Wentworth Elementary School on the south side of Chicago in a low-income neighborhood who received a year's exposure to a CAI program, and 21 randomly selected students at the same school who did not receive CAI in reading. Subjects' scores on the Iowa Tests of Basic Skills were compared. Results indicated no statistically significant increase or decrease in reading achievement for either group. Findings agree with earlier studies which indicated that CAI is effective in some instances and neutral in others. (Contains 18 references and one table of data.) (RS)

ED 373 312 CS 011 811

Wesson, Linda Hampton; Holman, David
Differences in Cognitive Style and Student Reading Comprehension.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Cognitive Style; High Schools; High School Students; Lateral Dominance; *Reading Achievement; *Reading Comprehension; Reading Research; *Sex Differences
IDENTIFIERS- *African Americans

A study replicated a study done in 1986: both studies determined the relationship among cognitive laterality, gender, and reading comprehension for African-American students, and the

(055)
DESCRIPTORS- Cognitive Style; College Students; *Cultural Context; Cultural Differences; *Ethnocentrism; *Expository Writing; *Foreign Students; Higher Education; Intercultural Communication; *Interpersonal Communication; Student Problems; Technical Writing; Writing Difficulties
IDENTIFIERS- *Academic Discourse; *Analytical Writing; United States; World Views; Writing Contexts

This book explores why students from other cultures often find it difficult to learn academic writing and understand its purpose in a U.S. university. The book discusses how these students' writing is influenced by cultures where people communicate indirectly and holistically, value the wisdom of the past, and downplay the individual in favor of the group. Drawing upon systematic conversations and interviews with students from Asia, Latin America, and Africa, the book looks at what happens to undergraduate and graduate students--some of them mid-career professionals who are published writers in their own countries--when they try to modify their writing and thinking styles to produce analytical papers in the Western context. The book addresses the difficulties on both sides with sustained and empathetic focus on underlying cultural differences, noting that the dominant communication style of the United States is highly valued "by only a tiny fraction of the world's peoples." (NKA)

ED 373 332 CS 214 454

Golub, Jeffrey N.
Activities for an Interactive Classroom.
PUB DATE- 94
NOTE- 161p.; Foreword by Janet Emig.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Class Activities; Classroom Communication; *Classroom Environment; Computer Assisted Instruction; Cooperative Learning; *English Instruction; Learning Activities; Reading Writing Relationship; Secondary Education; *Teacher Role; Teacher Student Relationship; Theory Practice Relationship; *Writing Instruction; Writing Processes
IDENTIFIERS- *Interactive Teaching; Writing Contexts

Focusing particularly on student writing, this book describes the principles of an interactive classroom and presents specific activities which adhere to those principles. Acknowledging that such classrooms require that the students feel comfortable with each other, the book details several activities that help to build a positive classroom climate. The book uses classroom vignettes to illustrate the characteristics of the interactive classroom--authentic communication; collaborative learning; and the teacher as designer and director of instructional activities, among them. Chapters in the book are: (1) Principles of an Interactive Classroom; (2) Establishing a Positive Classroom Climate; (3) Establishing a Classroom Community and Context for Writing; (4) Creative Writing Activities; (5) Descriptive Writing Activities; (6) Developing Voice and Tone; (7) Narrative Writing Activities; (8) Speaking of Literature; (9) Three Interactive Projects; (10) Computers and English Instruction; and (11) Talking on the Spur of the Modem. (NKA)

ED 373 333 CS 214 455

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Case Studies; Classroom Environment; Communication Skills; *Creative Writing; Cultural Differences; Grade 1; Language Acquisition; Primary Education; *Second Language Learning; Writing Improvement
IDENTIFIERS- Hawaii

A first grader of Vietnamese descent (recently arrived in Hawaii from China) participated in the class activities in a 6-week summer course that focused on language arts and mathematics but only found his "voice" and the acceptance of his peers through art activities. The course included many language arts activities such as silent reading, read alouds, cooking, singing, and invitations that encouraged students to read, write and interact with each other. The child's exposure to literature both in and outside of the classroom had given him a variety of resources to acquire language. Four weeks into the session, he had learned the intricacies of language and their importance in communicating with others, but he was frustrated at various times when he was unable to understand or communicate meaning to his classmates. The student used cut-out art as his sign system for expressing his creative storytelling. He gained the confidence to stand in front of the class sharing a part of himself. Although the student's reading and writing improved in a print rich environment, he was not completely accepted by his classmates until he was able to capitalize on his creative strengths, expressing himself through art. (Five appendixes presents examples of the student's cut-out art stories.) (RS)

ED 373 352 CS 214 480

Hudson, Judith Williamson
Engaging Resistant Writers through Zines in the Classroom.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Higher Education; High Schools; *Newsletters; Periodicals; *Writing for Publication; *Writing Instruction; Writing Processes
IDENTIFIERS- Literacy as a Social Process; Student Empowerment; *Zines

Writing teachers interested in overcoming student resistance or unwillingness to question authority should consider using "zines" in the classroom. According to one teen-ager, zines are "sorta like a magazine you publish yourself, but other people help you out." Concentrating on about any subject that interests its writers from music and television to every other sort of pop culture (one count puts the number at 10,000), zines are often controversial, subversive and shocking. Some sample titles would include, "Practical Anarchy," "Judy," "Drugs, Sex and, Rock-n-Roll," "X-PO," and "Brett News." Usually produced on home computers and xerox machines, they cost very little. Their most attractive feature, however, is that they interest students, even students who are for one reason or another not interested in school or in the kind of writing (research papers) that is usually expected of them. One listening skills: listening to learn, listening to comprehend, listening to support or negate, listening to evaluate, and listening to appreciate. Some steps that teachers can take to instruct students in oral communication are: (1) know what is to be taught; (2) be gentle; (3) be realistic; (4) be creative; and (5) be affirming. Even if a required speech course is not possible, teachers can provide students with opportunities to become articulate, comfortable, and practiced in the skills of oral communication. (NKA)

ED 373 371 CS 508 667

Evaluating Students' Learning and Communication Processes: Handbook 1--Integrating Diagnostic Evaluation and Instruction.
PUB DATE- 93
NOTE- 149p.; For other handbooks in this series, see CS 508 668-670.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Evaluation Methods; Foreign Countries; *Learning Processes; Program Implementation; Reading Material Selection; Secondary Education; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Alberta; Communication Context

This handbook contains the evaluation strategy and the instructional strategy components of the Evaluating Students' Learning and Communication Processes program. The program described in the handbook is based on the principle that secondary school students' achievement is related to the extent to which students have independent control over learning and communication processes. After an introductory section, the handbook introduces teachers to the six learning and communication processes (exploring, narrating, imagining, empathizing, abstracting, and monitoring) that are central to the diagnostic evaluation program, and includes the tools to record, evaluate, and keep track of students' progress. The next part of the handbook helps teachers implement the program, select appropriate instructional activities, collaborate with others, and design diagnostic teaching units. Contains 27 references. (RS)

ED 373 372 CS 508 668

Evaluating Students' Learning and Communication Processes: Handbook 2--Diagnostic Teaching Unit: Language Arts.
PUB DATE- 93
NOTE- 209p.; For other handbooks in this series, see CS 508 667-670.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; Evaluation Methods; Grade 7; *Humor; Junior High Schools; *Language Arts; *Learning Processes; Lesson Plans; Student Evaluation; Units of Study
IDENTIFIERS- *Alberta; Communication Context

Presenting a diagnostic teaching unit for grade 7 language arts, this handbook is intended to be used along with the companion handbook 1, "Evaluating Students' Learning and Communication Processes: Integrating Diagnostic Evaluation and Instruction." The student activities of the diagnostic teaching units in the projects in Asia and the Pacific, and offers guidelines for their assessment and wider application. Projects from the following countries are described: Australia, Bangladesh, Bhutan, China, Fiji, India, Indonesia, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, and Turkey. The final part examines ways to strengthen the institutional framework and modalities of APEID. Appendices contain the meeting agenda, a list of participants and addresses, and a list of major innovative projects in the region. (LMI)

ED 373 390 EA 025 977

Kemis, Mari; And Others
Perceptions of Educational Quality Following a School Closing.
PUB DATE- Apr 94
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Attitudes; *Educational Quality; Educational Trends; Extracurricular Activities; Financial Problems; High Schools; *Parent Attitudes; *School Closing; *School District Reorganization; Shared Resources and Services; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Iowa

Financial conditions and new demands suggest that Iowa school districts will continually struggle to satisfy state and community needs. Given this situation and districts' opportunities for seeking alternative arrangements, the recent trend in school closings and district reorganization is likely to continue through the year 2000. This study examines how district reorganization or whole-grade sharing at the high school level affects perceptions of educational quality. The study focuses on the perceptions of students, teachers, parents, and citizens from selected pairs of Iowa school districts that have reorganized or are participating in whole-grade sharing arrangements. A total of 25 representative sites participated. Results indicated that time duration, size, and structural changes had little effect on perceptions of quality or perceptions of school closing effects. Closing a high school was perceived as positively influencing academic programs and participation in extracurricular activities. Reorganization and whole grade sharing were seen as positively affecting school quality, in general, and course offerings and technological access, in particular. Included are a bibliography of 26 references and several appendices containing lists of participating school districts, survey instruments, return rate tables, and means tables. (MLH)

ED 373 391 EA 025 979

Fullan, Michael
Change Forces: Probing the Depths of Educational Reform. School Development and the Management of Change Series: 10.
PUB DATE- 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

support for local administrative positions; (3) consider the implications of state-level policy decisions for personnel as well as for resources; and (4) implement strategies that encourage school districts to develop their own innovative administrative structures. Four tables and one figure are included. The appendix contains four statistical tables. (LMI)

ED 373 409 EA 026 018

Suarez, Tanya M.; And Others
Enhancing Effective Instructional Time: A Review of Research.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- 25 Sep 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Educational Policy; Elementary Secondary Education; *Instructional Effectiveness; Teacher Effectiveness; Teacher Student Relationship; *Time Factors (Learning); *Time Management; *Time on Task
IDENTIFIERS- *North Carolina

This policy brief was written to provide the North Carolina State Board of Education with a summary of research on enhancing effective instructional time. The impetus for extending school time appears to stem from two primary sources: international comparisons, and research on the relationship between time and learning. Research findings indicate that the key to improving achievement is to increase actual learning time. Increases in engaged time and actual learning time will occur only when teachers use appropriate instructional strategies with students who experience repeated successes in learning. Policies that increase the time that students spend in school should therefore be accompanied by strategies aimed at improving instruction and increasing actual learning time. The following recommendations are made for enhancing learning time: (1) decrease absenteeism; (2) increase the amount of time available for instruction; (3) place priorities on content areas; (4) minimize interruptions in instructional time; (5) enhance efficiency of instruction through better administrative management; (6) enhance efficiency of instruction through better instructional management; (7) devise and use strategies to increase student motivation for learning; and (8) use appropriate instructional strategies for individual student abilities and prior knowledge. One figure is included. Contains 26 references. (LMI)

ED 373 410 EA 026 019

Providing Rewards to High Performing School Districts.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- 13 Jun 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Educational Assessment; Elementary Secondary Education; *Incentives; *Performance; *Rewards; State School District Relationship; *State Standards
IDENTIFIERS- *North Carolina

This policy brief was written to provide the North Carolina State Board of Education with a research summary on the provision of rewards to high-performing school districts. A 1988 study of state accountability systems across the United States suggested

ED 373 428 EA 026 038

Boyd, Victoria; Hord, Shirley M.
Principals and the New Paradigm: Schools As Learning Communities.
PUB DATE- 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; *Educational Change; Elementary Education; Interprofessional Relationship; Leadership; *Organizational Climate; Organizational Communication; *Principals

This paper presents findings of a study that investigated the strategies that educational leaders use to implement change, the characteristics they bring to their role, and the contextual factors that influence their efforts toward change. The urban elementary school described in this paper was selected as one of five school sites in five states in the southwestern United States. Dibert Elementary School was located in a low socioeconomic neighborhood, served primarily African-American and Hispanic students, and had been involved in change. When threatened by school closure in the mid-1970s, Dibert became a magnet school. Data were collected through interviews with the principal, special education teachers, paraprofessional support staff, office staff, parents, and community members, and through indepth interviews with the school's past three principals. Findings analyze how the principals facilitated the emergence of the following four functions essential to change in a learning community--reducing isolation; increasing staff capacity; providing a caring, productive environment, and promoting increased quality. One table is included. Contains 29 references. (LMI)

ED 373 429 EA 026 039

Cohen, Margaret W.; Packer, Loyal E.
When the Keeper of the Vision Changes: Leadership in an Accelerated School.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); *Educational Change; Elementary Education; Group Unity; *Interprofessional Relationship; *Leadership; *Leadership Styles; Organizational Change; Principals; School Based Management; School Restructuring; *Teacher Administrator Relationship
IDENTIFIERS- *Accelerated Schools; *Normandy School District MO

Lincoln Accelerated School has participated in Missouri's Accelerated Schools Project since 1990. Grounded on a school-based management model, it seeks to modify the educational experiences of at-risk elementary students by enriching the curricular offerings and instructional strategies provided them. The school underwent a major stressor when the principal who had led the school through the first year of restructuring resigned. This paper examines the impact of the resignation on observation, document analysis, and interviews with relevant teaching staff and some students in year 10. Findings indicate that the schooling of technological activity is shaped by two processes--curricularization and intellectualization. The schools reflected what might be called "design" and "application" approaches to the construction of a school-technology curriculum. However, whatever approach is used, it is susceptible to the movement toward intellectual codification and away from the practical. The programs lacked a balance between the quality of and pride in technological artifacts themselves and a recognition of the cognitive dimension of technical practice. (LMI)

ED 373 447   EA 026 059

Faucette, Sidney L.
Restructuring: Leadership and Change for Virginia Beach Schools. Experimental Session 2B: Lessons from Restructuring Works in Progress.
PUB DATE- 27 Mar 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Washington, DC, March 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Organizational Change; *Organizational Climate; *Participative Decision Making; Public Schools; *School Based Management; *School Restructuring; State School District Relationship
IDENTIFIERS- *Virginia Beach Schools VA

This paper describes school restructuring efforts undertaken since 1991 in the Virginia Beach Public Schools (Virginia). These efforts are based on a resolution adopted by the school board in December 1991, which supported the implementation of school-based management and shared decision making. Several common restructuring themes were shared by the district and business: reducing bureaucracy, developing a customer-service orientation, sharing decision making and increasing participation, recreating the culture, and empowering employees. Since 1991, the district has eliminated 115 central office administrative positions, tried to apply the Golden Rule to all personal interactions, initiated the Parent Perception Project, piloted a leadership evaluation process, established the Traditional Discipline plan, created faculty councils and school planning councils, utilized strategic planning for school improvement, enacted school performance measures, created teacher cluster groups, and implemented curriculum guidelines within which teachers tailor their own instructional plans. (LMI)

ED 373 448   EA 026 060

Faucette, Sidney L.
New Leaders at Work: Building Coalitions and Creating Community.
PUB DATE- 18 Mar 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

(120)
DESCRIPTORS- *Change Strategies; Delivery Systems; *Disabilities; Educational Change; *Educational Policy; *Educational Practices; Elementary Secondary Education; *Eligibility; Federal Regulation; *Labeling (of Persons); Special Education; State Regulation; Student Evaluation; Student Needs

This report examines current assessment and eligibility practices relating to special education programs, and proposes changes to current policy and practice that will encourage and support a process that emphasizes determining student need, designing effective interventions, and evaluating outcomes. The paper views the emphasis in federal and state regulation on a categorical model of special education as a significant impediment to service delivery. The proposed approach eliminates the need to determine eligibility by category, and reflects a problem-solving process designed to address student needs within the instructional environment. The report identifies existing regulations which promote positive, comprehensive service delivery, and advocates creating an assessment and service delivery system that is driven by student needs, not categorical labels; linking both federal and state funding to supports and services rather than to categorical reporting; and supporting systematic experimentation to promote the design of comprehensive, needs-based models of service delivery. (Contains approximately 100 references.) (JDD)

ED 373 467   EC 303 235

Office of Special Education Programs' Annual Technical Assistance and Dissemination Conference Proceedings (4th, Washington, D.C., January 27-29, 1994).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Differences; *Disabilities; *Educational Change; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Federal Programs; *Information Dissemination; *Information Networks; Mainstreaming; Systems Development; *Technical Assistance; Transitional Programs
IDENTIFIERS- Diversity (Student); *Office of Special Education Programs

This document presents the proceedings of a conference attended by Project Directors (or their designees) of projects funded by the Office of Special Education Programs (OSEP) and having a significant component of technical assistance (TA) and/or dissemination activities. The conference was designed to provide new information to projects, to promote networking between projects and the sharing of products, and to share information among projects and between OSEP and projects. In addition to an overview of the conference and closing statements, the following papers are presented: "GOALS 2000, The Reauthorization of ESEA, School-to-Work, and IDEA" (Patricia J. Guard); "Inclusion/LRE--Changing Systems To Include Students with Disabilities" (Luanna Meyer); "OSEP's Vision for TA & Dissemination in a Time of Reform and Restructuring" (Thomas Hehir); "Changing Systems To Promote School Completion and Transition to Successful Adult Outcomes" coexistence of communication disorders is then reviewed, focusing on coexistence in articulation and language disorders, in voice disorders, in stuttering and disfluency, and in hearing disorders. Studies at West Virginia University using the NSHS database are reviewed. Research needs and future NSHS applications are outlined. The monograph concludes that speech, language, and hearing disorders frequently coexist, and calls for examination of communication systems as interrelated systems and for treatment plans that attend to the various disorders in the most beneficial way. Appendices list NSHS test sites, stimulus materials used in speech testing, sample NSHS data sheet, and subject data. (Contains approximately 260 references.) (JDD)

ED 373 486 EC 303 255

Kovarsky, Dana, Ed.; And Others
Language Interaction in Clinical and Educational Settings. ASHA Monographs No. 30.
PUB DATE- Dec 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Caregiver Speech; *Communication Disorders; Communicative Competence (Languages); Conflict; Cultural Differences; Day Care Centers; Educational Environment; Elementary Secondary Education; Eskimos; Immigrants; *Interpersonal Communication; *Interprofessional Relationship; Language Acquisition; Linguistic Theory; Meetings; Teamwork; Values

This collection of papers focuses on how adults communicate with children in institutional settings such as public schools and day care centers, and how professionals in the field of communication disorders communicate among themselves. Papers include: "Introduction: Linguistic Theories and Language Interaction" (Madeline M. Maxwell); "Inuit Efforts To Maintain Face: Elements from Classroom Discourse with Inuit Children" (Alice Ericks-Brophy and Martha B. Crago); "Locating Communicative Competence: The Dialogue of Immigrant Students and American Teachers" (Barbara Gomes); "Understanding Language Variation: Conflict Talk in Two Day Cares" (Dana Kovarsky); "View of Children's Word-Finding Difficulties: Disciplinary Influences" (Patricia A. Prelock and Robert O. Lupella); "Professional Communicative Paradigms in Family-Centered Service Delivery" (Carol E. Westby and Valerie Ford); "Values Conflict in a Diagnostic Team" (Madeline M. Maxwell and Dana Kovarsky); "Conflict Talk in a Professional Meeting" (Madeline M. Maxwell); and "Establishing Expertise in Communicative Discourse: Implications for the Speech-Language Pathologist" (Jack S. Damico). (References accompany each paper.) (JDD)

ED 373 487 EC 303 256

Bess, Fred H., Ed.; And Others
Concerns for Minority Groups in Communication Disorders. ASHA Reports No. 16.
PUB DATE- Dec 86
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Communication Disorders; Cultural Differences; *Delivery Systems; *Educational Strategies; Elementary

PUB DATE- Jun 94
NOTE- 19p.; Based on a presentation at the TELA Convention (Youngstown, OH, June 19-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Deafness; Difficulty Level; Elementary Secondary Education; *English (Second Language); Language Acquisition; Language Skills; *Literacy; *Literacy Education; *Second Language Learning; Teaching Methods

Research has demonstrated that the acquisition of English literacy skills is extremely difficult for many deaf students, that is, students with severe to profound hearing impairments. As a result, there has been a call for the development of bilingual and English-as-a-second-language programs for this population. This research review addresses three of the major issues related to this movement: (1) the nature and development of second language literacy, (2) the notion of a best method, and (3) the "practicality" of teaching English literacy skills to deaf students. The paper emphasizes that literacy in English as a first or second language is an interactive process that requires the development and coordination of both word-identification and comprehension skills. The paper concludes that, if English literacy is to be taught to deaf students, the focus should be on the common elements across theories and research, rather than on the selection of a particular theory or even a particular instructional method. (Contains 28 references.) (Author/DB)

ED 373 507 EC 303 276

The Gifted Learning Disabled Student.
PUB DATE- 94
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Ability Identification; Attention Deficit Disorders; Classroom Techniques; College Bound Students; Counseling; Dyslexia; Elementary Secondary Education; *Gifted Disabled; Higher Education; Individual Needs; Intervention; *Learning Disabilities; Mainstreaming; Preschool Education; Self Concept; Self Esteem; Student Characteristics; *Teaching Methods
IDENTIFIERS- Johns Hopkins University Center Talented Youth MD

This collection of articles on gifted learning disabled students begins with an explanation of the philosophy of the Center for Talented Youth at Johns Hopkins University (Maryland), a list of characteristics of gifted disabled students, and three definitions of learning disabilities. The following papers are then provided: "Gifted but Learning Disabled: A Puzzling Paradox" (Susan Baum); "What Are Specific Learning Disabilities?" (Larry B. Silver); "Issues in the Identification and Programming of the Gifted Learning Disabled Child" (Donna P. Suter and Joan S. Wolf); "Learning Disabilities and the Preschool Child" (National Joint Committee on Learning Disabilities); "How Does Your Screener Stack Up?" (Illinois Association for Supervision and Curriculum Development); "Specific Reading Disability in Four Historical Men" (P.G. Aaron et al.); "Treating Learning Disabilities" (Larry B. Silver); "Strategies for Mainstreamed Students" (Fern C. Moskowitz); "Gifted and Learning Disabled Students: Practical Considerations for Teachers" (Timothy J. Landrum); "The Gifted

Project to illustrate the movement from community-based vocational training to individual supported employment before exiting school. The fifth paper, "The Application of a Self-Management Procedure To Increase Work Productions: A Community-Based Case Study Example" by Katherine J. Inge et al., also uses a case study to demonstrate self-management procedures. The final paper is by Paul Wehman and is titled "A Selective Review of Supported Employment Literature: Progress Made and Challenges Ahead." A table entitled, "Number of Budgeted and Unfilled Positions by Occupation at Outside Providers of Purchased Services that State Directors Report Difficulty Obtaining" is appended. Most papers contain references. (DB)

ED 373 526   EC 303 295

Payne, Mario D.
Distance Learning and Adults with Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Correspondence Schools; *Disabilities; *Distance Education; Educational Opportunities; Educational Technology; Enrollment; External Degree Programs; Higher Education; Nontraditional Education; Teaching Methods

This resource paper is intended to assist students with disabilities who wish to enroll in postsecondary education via distance learning opportunities. It describes the process of enrolling in a distance learning program (including selecting a program and obtaining financial aid); means of earning credit toward a degree (such as proficiency examinations and portfolio assessment); methods of instruction (including computer conferencing, cable television, interactive telephone, videocassettes, and correspondence courses); and access to student services. A list of printed and organizational resources concludes the paper. (DB)

ED 373 527   EC 303 296

Bri[illegible], Norman
Alternatives: Project Description.
PUB DATE- 1 Mar 94
NOTE- 20p.; Paper presented at the Annual Conference of the Learning Disabilities Association of America (Washington, DC, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Antisocial Behavior; Behavior Change; *Behavior Disorders; Delinquency; Economically Disadvantaged; *Educational Therapy; High Risk Students; Inner City; *Intervention; *Learning Disabilities; Program Effectiveness; Secondary Education

Alternatives is a project designed for youngsters, ages 11-15, who display serious conduct problems and severe learning deficiencies. The primary goal of the project is to prevent the development of a chronic antisocial orientation among youngsters who are at high risk for such an outcome. The divided into that dealing with written business communication (including business letters and memoranda, facsimile and telex, reports and minutes, communicative effectiveness and reader response, gender, applied studies, and technology) and that focusing on oral business communication (including meetings, negotiations, presentations, interviews, communicative effectiveness and listener response, and applied studies). A third section lists research on cross-cultural differences and language barriers in business communication, and a fourth lists recent work at Birmingham University (England). A brief note on a business English corpus under development at Birmingham University is also included. Appended materials include lists of the journals surveyed, additional sources, and key words used in computer database searching. (MSE)

ED 373 545 FL 022 228

CLAD/BCLAD Certificate Handbook.
PUB DATE- Jun 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); Limited English Speaking; *Native Language Instruction; *Second Language Instruction; *State Standards; *Teacher Certification
IDENTIFIERS- *California

The primary purpose of this handbook is to assist teachers who want or need to become authorized by the state of California to teach limited-English-proficient (LEP) students by earning the new Crosscultural, Language, and Academic Development (CLAD) or Bilingual, Crosscultural, Language, and Academic Development (BCLAD) certificates. Section 1 discusses who is required to hold the CLAD/BCLAD certificates, which were first authorized for issuance in July 1994 and replace Language Development Specialist certificates and Bilingual Certificates of Competence. Teachers who provide instruction for English language development, specially designed academic instruction delivered in English, instruction for primary language development, and content instruction in the primary language are required to have the CLAD or BCLAD certificate. Section 2 describes the CLAD/BCLAD system for the preparation and credentialing of teachers for ESL students. Section 3 provides the general requirements for CLAD and BCLAD certificates. Section 4 examines the requirements for CLAD and BCLAD certificates for teachers who already hold or have met certain requirements for other documents that authorize services to LEP students. (MDM)

ED 373 546 FL 022 229

CLAD/BCLAD Examinations. Test Specifications.
PUB DATE- Dec 93
NOTE- 27p.; Developed by the Bilingual Crosscultural Advisory Panel, the BCLAD Language/Culture Subpanels and staff of the Commission.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

students are able to use their very limited vocabulary and grammar knowledge to make interesting skits that enhance their communicative skill. (MDM)

ED 373 567 FL 022 373

Leadership for Change in Bilingual/ESL Education.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Bilingual Education; Case Studies; Educational Attitudes; Educational Policy; Elementary Secondary Education; *English (Second Language); Interviews; Language Research; *Principals; Questionnaires; *Second Language Instruction; *State Officials; State Programs; Student Evaluation
IDENTIFIERS- *Texas

This new serial publication is designed to provide teachers, administrators, and policy makers who work with English-as-a-Second-Language (ESL) students with a forum for presenting innovations, concerns, and recommendations related to the schooling of language minority students. The main section of the publication, "Describing Our Experiences," uses a case study format to present interviews of four school principals and one state agency official. The principals, who are identified by pseudonyms to preserve their anonymity, answered questions about their schools and their leadership styles in relation to the struggle of providing for the educational needs of language minority students. Roberto Zamora, executive assistant to the commissioner of the Texas Education Agency (TEA), answered questions about the agency's leadership role in regard to testing and assessment of language minority students. Following each interview is an assessment of each interviewee's strengths and leadership style. Other sections of the publication include: (1) "Point of View," which presents an article on the current ESL assessment criteria developed by the TEA; (2) "Practice and Research," with an article on teacher-directed research in the classroom; (3) a reader response survey; and (4) a preview of the next issue. (MDM)

ED 373 568 FL 022 375

Skinner, Robert E.
LEP Readers: Culturally Influenced Meaning or Underachievement.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Cultural Influences; *Cultural Literacy; *English (Second Language); *Limited English Speaking; Prior Learning; *Reading Comprehension; *Reading Instruction; Reading Skills; *Underachievement

It is argued that limited-English-proficient (LEP) readers, like all readers, process print with the intent to comprehend it, and all readers bring different background knowledge that influences how they derive meaning from text. Cultural influences are extremely significant in determining background knowledge, both cognitive and social. The majority culture may bias print towards the minority language culture, and if the

Program Effectiveness; Program Evaluation; Second Language Instruction; *Second Language Programs; Statewide Planning; *United States Government (Course); United States History
IDENTIFIERS- *Illinois; Immigration Reform and Control Act 1986; State Legalization Impact Assistance Grants

A study of the State Legalization Impact Assistance Grant (SLIAG) program in Illinois, federally funded under the Immigration Reform and Control Act of 1986, is presented. The program assists the state in providing English-as-a-Second-Language (ESL) and civics instruction to help undocumented immigrants meet legal residency requirements. Data were collected in a telephone survey of participants, open-ended interviews with current and former participants, and a computerized survey of providers. The student survey requested information on the program's impact on them; the provider survey focused on the SLIAG program's effects on organizations and their ability to serve the population. The report details the surveys' development and results. Sampling, data collection methodology, and findings are reported for each. Data from student surveys include respondents' background, educational history, participation in the SLIAG program, effects of participation, and future educational and citizenship plans. Data from the provider survey include details of program start-up, impact on adult education programming, the service population, support services, collaborative efforts, impact on the organization, funding and administration, and future directions. Based on these findings, recommendations are made for future adult education programs. Lists of participating agencies and the questionnaires used in the study are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 588 FL 800 754

Hinzen, Heribert, Ed.
Literacy.
PUB DATE- Sep 88
NOTE- 409p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; Change Strategies; Creoles; Educational Assessment; *Educational Change; Foreign Countries; Instructional Materials; *Literacy Education; Parochial Schools; Politics of Education; Program Descriptions; Reading Instruction; Translation; *Womens Education
IDENTIFIERS- Germany; Haiti; India; *International Literacy Year 1990; Madagascar; Morocco; Nigeria; Papua New Guinea; Saint Lucia; Senegal; Thailand; Turkey; Zimbabwe

A collection of articles on adult literacy education includes essays, letters, poetry, interviews, research reports, and discussions of issues in literacy and adult basic education in both developing and developed countries. The first section contains brief articles about programs and initiatives in developing countries, including Madagascar, Morocco, Haiti, Zimbabwe, Nigeria, St. Lucia, Thailand, Senegal, Turkey, Papua New Guinea, and India. Subsequently, articles address general issues concerning development and promotion of literacy education. These include objectives and impact of literacy education, international cooperation, procurement of appropriate instructional materials, concerns unique to adult literacy, classroom techniques, and basic skills instruction. Several articles focus on the significance of International Literacy Year (1990). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Occupations. (YLB)

ED 373 147 CE 066 875

Fenwick, Tara J.
Learning Styles in Adult Education: Issues for Research and Practice.
PUB DATE- Sep 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Learning; *Cognitive Style; *Educational Research; Foreign Countries; *Research Needs; Research Problems; State of the Art Reviews; *Theory Practice Relationship

The existing body of learning style (LS) research was reviewed from the standpoint of its applicability to adult populations. It was discovered that most existing LS research has been conducted on populations of school- and college-age students in classroom settings and does not consider self-directed, informal, or incidental learning. The following problems/issues relevant to the transferability of existing LS research to adult populations were identified: (1) developing unity and coherence in a consistent definition and body of theory about LS; (2) transferring research findings to adults from existing studies centering on school students; (3) accepting the premise of stability in LS posited by existing theory in light of evidence to the contrary; (4) assigning LS "types" as a commonly accepted albeit simplistic and reductionist use of LS theory; and (5) applying research to instructional practice in a sensible way. The following issues were identified as requiring further research: those dimensions of LS that are most important when considering adult learners; effects of demographic variables on LS; LS stability; ways of applying information about LS in instruction and accommodating individual LS; relationships between environment and LS; and ways of empowering learners through knowledge of their own styles. (Contains 40 references.) (MN)

ED 373 148 CE 066 882

Institute of Technical Education Annual Report 92/93.
PUB DATE- 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Apprenticeships; Continuing Education; Foreign Countries; Industrial Training; International Cooperation; *International Educational Exchange; Postsecondary Education; *Student Certification; *Technical Education; *Technical Institutes
IDENTIFIERS- *Singapore

This annual report of the Institute of Technical Education (ITE) that was established in April 1992 in Singapore begins with the Chairman's Statement (Tay Eng Soon). It describes developments that have taken place to consolidate ITE's training framework: full-time institutional training, apprenticeship, and continuing education and training. The report includes a list of the Board of Governors, Directorate, and technical institutes and their training managers. "A Corporate Overview" describes these functions of ITE: full-time institutional and summer conference. Each package includes the following: workshop/conference goals; objectives; activities; agendas; transparency masters; and newly and previously published materials focusing on Wisconsin learner goals and attributes, learner outcomes and development, development of authentic tasks, student assessment, team building, coalition building, cooperative learning, leadership, learning styles, the Developing a Curriculum (DACUM) process, child development, guidance counseling, mentoring, and school improvement. (MN)

ED 373 167 CE 066 969

Jackman, Diane H.; Beaton, Joan E.
Home Economics Teachers: An Important Element for Transforming Middle Level Education.
PUB DATE- Aug 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescent Development; Adolescents; Educational Change; Educational Research; *Home Economics; *Home Economics Teachers; Intermediate Grades; Junior High Schools; *Middle Schools; State Surveys; *Teacher Attitudes
IDENTIFIERS- *North Dakota

A study identified the needs expressed by home economics teachers regarding middle-level education to provide a baseline from which to work toward development and implementation of a middle school home economics curriculum in North Dakota. A review of the literature isolated specific characteristics generally accepted as unique to developmentally appropriate middle-level education. These characteristics were categorized into three groups: school organization, instructional format, and teacher competencies. A survey using a Likert scale was developed and completed by all home economics teachers attending a statewide conference (over 90% of all home economics teachers in the state). Findings indicated that home economics teachers in North Dakota agreed with many of the recommendations of middle-level educators. They responded positively to all survey items with most favorable responses identifying a clear understanding of the specific developmental needs of young adolescents followed by a general consensus of the appropriateness of various recommended teaching processes. Home economics teachers would require minimal inservice training in middle-school philosophy. Although results showed that teachers had a strong basic understanding of middle-level education, inservice training could be provided to update them on current research as it relates to the restructuring of education to meet the growing needs of young adolescents and alert them to models for middle-level education. (Contains 24 references.) (YLB)

ED 373 168 CE 066 971

Woodruff, Barbara; Molek, Carol
Computer Assisted Everyday Basic Skills. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 642p.; For a related document, see ED 352 526.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Ladders; Case Studies; Educational Needs; Educational Opportunities; Educational Practices; Employer Attitudes; Employment Practices; Foreign Countries; *Job Training; *Labor Force Development; Literature Reviews; *Part Time Employment; Public Policy; *Training Methods
IDENTIFIERS- *Temporary Employment; *United Kingdom

A study examined ways in which employers in the United Kingdom are meeting the challenge of training and career progression for part-time and temporary employees. First, the literature was reviewed to gather information on the following topics: the growth of "atypical" work, training and adult workers, differential access to training, factors affecting training provision and participation, ways of increasing provision and participation, and examples of good practice. Next, 12 case studies were conducted to identify the nature/duration of training available, sources of financial support for training, employer attitudes/practices regarding training, worker attitudes regarding training, and successful strategies for promoting training. During the site visits, semistructured interviews were conducted with personnel/training managers and part-time and temporary workers involved in training programs. It was discovered that, despite the still-accelerating increase in part-time and temporary workers, the training opportunities and career prospects of such workers remain limited. Recommendations for eliminating the contradiction between a flexible (part-time) work force and inflexible (full-time) training policy included calls for more effective national promotional activities and monetary or tax incentives to offset employers' training costs. (Ten tables/figures and a 128-item bibliography are included. Appended are the training/personnel officer and employee interview schedules.) (MN)

ED 373 186   CE 067 009

Dickson, Connie, Comp.; And Others
Learning with East Aurora Families (LEAF). A National Institute for Literacy Demonstration Project Family Literacy Curriculum. November 1993 to October 1994.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Oct 94
NOTE- 141p.; For the project evaluation, see CE 067 010.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Daily Living Skills; English (Second Language); *High Risk Students; High School Equivalency Programs; Home Instruction; Home Visits; Instructional Materials; Learning Activities; Lesson Plans; Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Participation; Parents as Teachers; *Preschool Children; Preschool Education; Program Development
IDENTIFIERS- *Family Literacy; Illinois (Aurora)

This publication incorporates information for developing the Learning with East Aurora Families (LEAF) family literacy program model as well as specific activity ideas for program components. It is divided into eight parts which include: (1) staff job descriptions; (2) early childhood curriculum; (3) adult basic education curriculum; (4) English as a Second Language curriculum; (5) parent and child time together; (6) parenting workshops; (7) home visits; and (8) field trips. Staff job descriptions detail basic responsibilities and authorities, entry level requirements, and hours per week. The are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Discussed in the unit are the various advantages and disadvantages of sole proprietorships, partnerships, and corporations as forms of business ownership. (MN)

ED 373 203 CE 067 037

Marketing Analysis. Unit 8. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-8.
PUB DATE- 94
NOTE- 20p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Competition; *Entrepreneurship; Free Enterprise System; Learning Activities; *Marketing; Postsecondary Education; Research Methodology; Secondary Education; Services; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Market Research; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on marketing analysis in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the concepts of marketing and marketing mix; problems in marketing services; the roles of promotion, price, and place in marketing; the importance of marketing research; qualitative and quantitative research; ways businesses compete; and the free marketing system and its operation. (MN)

ED 373 204 CE 067 038

Location. Unit 9. Level 1. Instructor Guide. PACE: Program for

resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of 10 references. Model assessment responses are provided in the instructor materials. These five objectives are addressed: analyze changes and trends as a source of new business ideas; profile the business composition of the community; discuss major business decisions such as competitive advantages and ownership options; and apply creative thinking to expand options for one's business ideas. (YLB)

ED 373 220 CE 067 054

Global Markets. Unit 4. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-04.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; Cultural Differences; Decision Making; Economics; *Entrepreneurship; *International Trade; *International Trade Vocabulary; Learning Activities; Managerial Occupations; Marketing; Opportunities; Politics; Postsecondary Education; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Global Markets; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on global markets in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of 15 references. Model assessment responses are provided in the instructor materials. These six objectives are addressed: identify the importance of international trade; describe the reasons for student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: risk management; risk managers' duties; crimes causing losses for small businesses; the effects of shoplifting on small businesses; shoplifting techniques and prevention; procedures for apprehending shoplifters, reducing losses from bad checks, protecting against counterfeit currency, reducing vendor theft, reducing vulnerability to burglary and robbery, handling and controlling internal theft, preventing accidents and lawsuits; and types of insurance. (MN)

ED 373 237 CE 067 071

Operations. Unit 21. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-21.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; *Competency Based Education; Computer Oriented Programs; *Entrepreneurship; Learning Activities; Postsecondary Education; Productivity; Purchasing; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Business Operations; Inventory Control; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on operations in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: planning, organizing, and controlling as operational responsibilities for a small business; operations management; operations strategies; purchasing procedures for small businesses; purchase orders; inventory and inventory control options (perpetual and physical inventory); basic productive elements in operating a business; leasing versus buying; and ways of measuring productivity. (MN)

ED 373 238 CE 067 072

for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-17.
PUB DATE- 94
NOTE- 43p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Bookkeeping; Business Administration; *Business Education; *Competency Based Education; Computer Oriented Programs; *Entrepreneurship; Learning Activities; Microcomputers; Postsecondary Education; *Recordkeeping; Records Management; Secondary Education; *Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on recordkeeping in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the value of maintaining accurate records, determining the records needed for a business, and a plan for managing records. (KC)

ED 373 255 CE 067 089

Financial Analysis. Unit 18. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-18.
PUB DATE- 94
NOTE- 38p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Civil Law; *Competency Based Education; Compliance (Legal); *Entrepreneurship; Learning Activities; *Legal Responsibility; Legislation; Postsecondary Education; Secondary Education; *Small Businesses; Teaching Guides
IDENTIFIERS- *Financial Analysis; *Program for Acquiring Competence Entrepreneurship

Evaluation Instruments (160)
DESCRIPTORS- College Students; *Depression (Psychology); *Expectation; Higher Education; *Life Events; Mental Health; *Prediction; Predictive Measurement
IDENTIFIERS- Beck Depression Inventory

Research has demonstrated that depressed people lack the optimistic bias evidenced by nondepressed persons and that the former may be more realistic in predicting the outcome of future events (depressive realism hypothesis). This study assesses the depressive realism hypothesis by comparing the accuracy of depressed and nondepressed people's self-predictions of a series of life events. One hundred college students (75 females) answered the Beck Depression Inventory and then made self-predictions about a series of future life events. Results indicate that depressed persons made significantly more pessimistic predictions than nondepressed subjects. Depressed persons were more accurate than nondepressed ones for pessimistic judgments while the latter were more accurate on optimistic judgments. No mediating factors such as event controllability and base rate were found for prediction accuracy. One possible explanation for the finding that depressives are more accurate than nondepressed subject in predicting undesirable events is that nondepressed persons may be more apt to avoid undesirable outcomes whereas depressed individuals may not elude these. Included are two tables which summarize the data and a copy of the Life Events Questionnaire. (RJM)

ED 373 272 CG 025 530

Carter, D. S. G.; Carter, S. M.
Adolescent Understanding of Key Variables Affecting Receptivity to Health Curricula.
PUB DATE- Nov 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Freemantle, Western Australia, Australia, November 22-25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; At Risk Persons; *Health Education; High Schools; *High School Students; *Sex Education; *Sexuality; *Student Attitudes; Venereal Diseases
IDENTIFIERS- Australia

Adolescents comprise a substantial proportion of the at-risk population for sexually transmissible diseases (STD's) and AIDS. This study examines the link between sexuality education programs and student receptivity in Western Australian secondary schools. The researchers ask the question, "Given the same exposure to similar content and processes in sexuality education curricula in coeducational classrooms, will differences occur in receptivity between male and female high school students?" The question was answered in part by an instrument constructed to measure key constitutive variables of receptivity in the dimensions of "understandings" and "affects." The questionnaire was administered to high school students (N=533) and the results were compared to the empirical data derived from a social survey of 14-15 year old adolescents following similar health/sexuality education curricula. Two main findings emerged from the study: (1) the amount of health education, including sexuality education, that adolescent students received in high school influenced their receptivity

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Drinking; *Drug Use; Elementary School Students; *Grade 5; *Grade 6; Illegal Drug Use; Intermediate Grades; Student Attitudes; Student Behavior
IDENTIFIERS- *New York

New York's Division of Substance Abuse Services conducted a major survey in 1989-1990 of students in grades five through twelve: past surveys of the Division had included only students in seventh through twelfth grades. Students in the fifth and sixth grades answered a separate, self-administered questionnaire, which included questions about the extent of exposure to alcohol, tobacco, and illicit drugs. This report presents the findings for these younger students. The report's first section focuses on the youngsters' own substance use and exposure to substance use on the part of others. Overall, fifth- and sixth-grade students show low rates of substance use. Nevertheless, the study finds that many youngsters live in environments where their close friends use drugs, where they have been offered a variety of substances, and where they have witnessed others using illicit substances. Most dramatically, more than half of fifth and sixth grade students in New York City have seen "in real life" the use of some illicit substance, such as marijuana, cocaine, and heroin. Section 2 focuses on the lines of communication to children that may have implications for the prevention of substance use. The findings document the special role played by parents and school personnel for these youngsters. Ten tables summarize statistical findings. (RJM)

ED 373 293 CG 025 609

A Study of the Effectiveness of Family Assistance Programs in the Air Force during Operation Desert Shield/Storm. Final Report.
SPONS. AGENCY- Air Force, Washington, DC. Family Matters Office.
PUB DATE- 30 Mar 92
NOTE- 148p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; Family (Sociological Unit); Family Programs; *Helping Relationship; *Military Personnel; Military Service; Services; Social Support Groups
IDENTIFIERS- *Gulf War

This report examines both the impact of Operation Desert Shield/Storm on the families of active duty service members who were deployed to the Persian Gulf region, and the effectiveness of the Air Force's family support systems in meeting family and mission needs. The Air Force's Family Matters Office sponsored this study in order to identify the lessons learned during the Gulf War and to enhance the readiness of Air Force families and agencies for future large-scale mobilizations. Researchers collected information from a variety of sources, including: (1) telephone interviews with single parents, dual-military couples, and civilian spouses; (2) on-site focus groups with active duty personnel, civilian spouses, youth, single parents, and dual military couples; and (3) interviews with service providers and unit leadership. Specific questions addressed in relationship between hemispheric preference and reading comprehension or gender. A standardized reading test to measure reading comprehension and the Cognitive Laterality Battery were administered to a sample of 72 male and 70 female African-American students in 1986 and 40 males and 41 females in 1994. Subjects were 16 to 18 years old. Both studies had similar results: no relationship was found between reading comprehension and cognitive laterality for either females or males. Nor was there any difference between the reading scores of females and males. However, there was a significant difference in cognitive style. The laterality of the females was significantly different from the laterality of the males with the females showing a left-laterality preference; the African-American males only marginally favored right laterality. (Contains 23 references and one table of data.) (RS)

ED 373 313 CS 011 812

Hellekson, Linda E.; Feitler, Fred C.
Positive Effects of Teaching Emergent Readers To Verbalize Effective Reading Strategies.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; High Risk Students; *Instructional Effectiveness; *Metacognition; Primary Education; *Reading Comprehension; Reading Research; *Reading Strategies; *Remedial Reading
IDENTIFIERS- *Emergent Literacy; Ohio; Paraphrase

A study examined the effect of the active verbalization model in a supplemental reading program to develop metacognitive learning ability in emergent readers. Subjects, 38 below-average first graders from a middle-class elementary school in Ohio, were assigned to one of three groups based on classroom assignments. The teacher instructed the first group in paraphrasing and self-verbalization techniques for an entire school year. The second group received the same treatment for the second semester only, and the third group received similar instruction without the use of instructional discussions and paraphrasing techniques. Subjects were pre- and posttested with the Gates MacGinitie Reading Test. The study was replicated for a second year. Results indicated that: (1) subjects who received paraphrasing instruction for the second semester only made slightly higher gains than subjects who received instruction for the entire year; (2) both groups had significantly higher gains than the control group; and (3) children receiving paraphrasing instruction appeared to approach reading as the linkage of associated reading strategies used to derive meaning from print, while control group children appeared to approach reading in a fragmented manner. Findings suggest that teaching children to read strategically helps them become more independent and fluent and increases metacognitive approaches to reading comprehension. (Contains 33 references, a figure illustrating the active verbalization model, and a figure of data are included.) (RS)

ED 373 314 CS 011 813

O'Connor, Rollanda E.

Capezzi, Rita A.
From Reading to Writing: American Domestic Advice Scrapbooks.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Expression; *Cultural Context; *Didacticism; *Females; Homemaking Skills; Literacy; Periodicals; *Self Expression; *Sex Role; United States History
IDENTIFIERS- Historical Background; Nineteenth Century; *Personal Writing; *Scrapbooks; United States; Womens Magazines

In the United States of the 19th century, domesticity was the dominant mode by means of which women were urged to think of their experience. Accordingly, domestic advice scrapbooks were favored by many women of the period--scrapbooks which were composed from handwritten fragments and scraps of newspapers and magazines clipped for personal but often indeterminate reasons and glued onto any available bound pages. The processes of selection and arrangement mark these scrapbooks as a form of personal writing that interacts with, rather than insignificantly repeats, ideologies of behavior and experience. Domestic advice scrapbooks represent participation in the tendencies of the dominant culture, but potentially more than passive acceptance of it. Instructed by professionally published manuals about what their daily lives should look like, women were urged to use this socially mediated experience as a means to refine their knowledge of domestic practices. A testimonial from a 1905 "Harper's Bazaar" suggests the significance of advice scrapbooks for literacy studies; namely, the woman must learn, she cannot merely repeat, and the scrapbook assists this process. Examples of scrapbooks in the Winterthur Library encompass a wide range of materials--recipes, historical clippings, poems, advertisements, calling cards, etc. The idiosyncratic shapes of domestic advice scrapbooks invite contemporary browsers to re-imagine how knowledge is transmitted within instructional scenes, and to imagine that literate expression--that is, an engagement with the forces that shape experience--need not appear in essay form and need not be composed in group settings. (NKA)

ED 373 334 CS 214 457

McLaughlin, Margaret A.
On Seeing Black Literature through Brown and Blue Eyes: Teaching African American Literature in Racially Mixed Classes.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Literature; *Blacks; Higher Education; *Remedial Instruction; Student Characteristics; Whole Language Approach; Writing Assignments
IDENTIFIERS- *African Americans; Georgia Southern University; Response to Literature

Educators at Georgia Southern University began using a whole student, for instance, who was being kicked out of a high school writing center for not meeting expectations with regard to his writing of research papers would spend hours at home working with his friends on zines. Three reasons why zines are a useful means of teaching writing are: (1) they provide a site for resistance and a way for students to contextualize literacy itself as a social and political construct; (2) students can discover a world of publishing possibilities through zines; and (3) zines provide a wide-open door through which students can enter the field of cultural studies. (TB)

ED 373 353 CS 214 482

Oehrle, Adrienne A.; Fadely, Dean
Metaphor Replaces Fact: Dissonance Reduction during the Gainesville Serial Slayings through Metaphorical Script Writing.
PUB DATE- Oct 92
NOTE- 16p.; Paper presented at the Joint Meeting of the American Culture Association in the South and the Popular Culture Association in the South (Augusta, GA, October 1-3, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Community Problems; Coping; Discourse Analysis; Higher Education; Homicide; *Journalism; *Mass Media Role; *Metaphors; *News Writing; School Community Relationship
IDENTIFIERS- Dissonance Reduction; Florida (Gainesville); Journalism Research; *Scripts (Knowledge Structures); *Uncertainty Reduction

In the fall of 1990, the community of Gainesville, Florida, needed information concerning the brutal murders of five local college students. These serial slayings disrupted numerous "scripts" of life in the typical college town and produced a blanket of uncertainty, fear, and hysteria which enveloped Gainesville. College towns are normally viewed as places unlike any others. Seemingly populated predominantly by students, college towns are considered safe havens where parents can send their children with little worry other than that produced by the empty-nest syndrome. The happenings in Gainesville negated the beliefs that a locked door was an option or that all people were potential friends with a lot in common. Some students went so far as to withdraw from school. Instead of offering the information the community desperately requested (and which was not accessible), "The Gainesville Sun" elected to offer the community pseudo-knowledge in the form of scripts which allowed the return of homeostasis. An analysis of excerpts from the newspaper's articles and opinion pages shows how, in essence, through a series of metaphors such as the Ted Bundy metaphor, the father metaphor (which involved the paternal football coach), the seasons metaphor, and the drama metaphor, the newspaper created a new reality which served as the basis for new life scripts. These new scripts served to reduce uncertainly and cognitive dissonance and facilitated the coping process needed in the crisis situation. (Contains 18 references.) (RS)

ED 373 354 CS 214 483

Dumas, Bethany K.
Sociolinguistics in the Classroom.
PUB DATE- 93
NOTE- 16p.; Contains some broken print.

handbook have been designed to engage students in the six learning and communication processes (exploring, narrating, imagining, empathizing, abstracting, and monitoring) described in the companion handbook. The first part of the handbook presents a diagnostic teaching unit entitled "What's So Funny? (The Lighter Side of Life)" and includes a general description of the lessons in the unit followed by more detailed plans for each lesson. The final section of the unit contains supplementary materials created to support the lessons in the unit. The second part of the handbook shows how to apply the evaluation and instructional strategies of the companion handbook to the student work generated as the students engage in the learning activities of the unit described in the first part of the handbook. The second part of the handbook also presents samples of students' work drawn from field trials of the diagnostic teaching unit, along with a discussion of the learning and communication processes exemplified in the work. (RS)

ED 373 373 CS 508 669

Evaluating Students' Learning and Communication Processes: Handbook 3--Diagnostic Teaching Units: Social Studies.
PUB DATE- 93
NOTE- 320p.; For other handbooks in this series, see CS 508 667-670.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Communication Skills; Evaluation Methods; Foreign Countries; Junior High Schools; *Learning Processes; Lesson Plans; *Social Studies; Student Evaluation; Units of Study
IDENTIFIERS- *Alberta; Amazon Basin; Communication Context; Japan; USSR

Presenting the diagnostic teaching units for grades 7, 8, and 9 social studies, this handbook is intended to be used along with the companion handbook 1, "Evaluating Students' Learning and Communication Processes: Integrating Diagnostic Evaluation and Instruction." The student activities of the diagnostic teaching units in the handbook have been designed to engage students in the six learning and communication processes (exploring, narrating, imagining, empathizing, abstracting, and monitoring) described in the companion handbook. The first part of the handbook presents diagnostic teaching units for grade 7 ("Cultural Transition in Japan"), grade 8 ("The Physical and Human Geography of the Amazon Basin"), and grade 9 ("Soviet Leadership and Economic Growth" and includes a general description of the lessons in the units followed by more detailed plans for each lesson. The final section of the unit contains supplementary materials created to support the lessons in the units. The second part of the handbook shows how to apply the evaluation and instructional strategies of the companion handbook to the student work generated as the students engage in the learning activities of the unit described in the first part of the handbook. The second part of the handbook also presents samples of students' work drawn from field trials of the diagnostic teaching units, along with a discussion of the learning and communication processes exemplified in the work. (RS)

ED 373 374 CS 508 670

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Change Agents; *Educational Change; *Educational Environment; Elementary Secondary Education; Misconceptions; *Moral Values; *Organizational Change; Resistance to Change; Teacher Education
IDENTIFIERS- Chaos Theory; *Learning Communities

Debunking popular reform efforts, this book argues that education reformers are fighting a fruitless uphill battle. Neither top-down regulation nor locally based reforms will transform schooling. The insurmountable problem is juxtaposing a continuous change theme with a continuous, conservative system that defies change. In partnership with all community agencies, educators must initiate the creation of learning societies as part of a larger social agenda. Following an introductory chapter, chapter 2 discusses the essential partnership of moral purpose with change agentry. Chapter 3 treats the complexity of the change process, identifying eight basic lessons of a new change paradigm: (1) you can't mandate or force change; (2) change is a journey, not a blueprint; (3) problems are our friends; (4) vision and strategic planning come later; (5) individualism and collectivism must have equal power; (6) neither centralization nor decentralization works by itself; (7) connections with the wider environment is critical for success; and (8) every person is a change agent. Chapters 4 and 5 discuss the school as a learning organization and the two-way relationship between a learning organization and its environment. Chapter 6 argues that continuous teacher education is essential to produce moral change agents. The final chapter treats the productive individual's role in shaping and checking schooling and other social institutions. Contains 168 references and a subject index. (MLH)

ED 373 392 EA 025 987

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Methodology.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 99p.; Prepared under the "Instructional Management Program". For the case studies constituting the "Seven Stories", see EA 025 988-994.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Case Studies; Classroom Environment; Data Analysis; Data Collection; Elementary Secondary Education; *Instructional Leadership; Interviews; *Principals; *Qualitative Research; Questionnaires; *Research Methodology; *Research Problems; School Organization
IDENTIFIERS- *Shadow Studies

Existing qualitative studies of school principals suffer from procedural or conceptual shortcomings that result in failure to clarify the principal's instructional role. This paper describes the methodology and procedures of a year-long, multimethod, multilevel field study of 12 school principals. First, the background for the study (the literature review, preliminary interviews, and selection of participants) is summarized. Then each of the various research activities employed in the study is described. Phase I procedures include school description instrument and initial interview, the shadow that maintaining an appropriate balance between state oversight of performance and local improvement in performance required a proper mix among rewards, sanctions, and technical assistance (Office of Educational Research and Improvement Study Group, 1988). The Study Group recommended that state accountability systems rewarding high performance: (1) be based on an agreed-upon definition of high performance; (2) be based on multiple indicators; (3) be aligned with state or district goals; and (4) contain a broad range of programs and incentives. To the latter recommendation, this report adds support for experimental programs, targeted staff development grants, and support for targeted technical assistance in high-achieving districts that show improvement or in low-achieving districts that have promising projects. (LMI)

ED 373 411 EA 026 020

Suarez, Tanya M.; And Others
The Use of Sanctions with Low Performing School Districts.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Jun 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Performance; School Districts; *State Action; *State Legislation; *State School District Relationship; States Powers; State Standards
IDENTIFIERS- *Kentucky; *North Carolina

Although state takeover of low-performing schools is not a new phenomenon in American education, it has seldom been exercised. Takeover actions exist in 11 states--Arkansas, Georgia, Illinois, Kentucky, New Jersey, New Mexico, New York, Ohio, South Carolina, Texas, and West Virginia--but only New Jersey and Kentucky have exercised steps leading to takeover. This paper provides background information on state takeovers and recommendations for the North Carolina State Board of Education as it develops state policies regarding sanctions for low-performing school districts. The first part offers an overview of sanction policies in general, including state takeovers of low-performing districts. The second part summarizes the takeover experience in Kentucky, which shares demographic similarities with North Carolina. In Kentucky, the takeover process met with local resistance and deteriorated in court legislation. A review of research and a look at the stormy outcomes of "last resort" sanctions in New Jersey and Kentucky indicate that takeovers often do little to move districts toward long-term educational improvement. Seven recommendations are offered for conducting a "clear, fair, and open" takeover process" under the following categories: (1) ensuring fairness and equity; (2) addressing building-level failure; (3) establishing an improvement-oriented sanctions process; (4) maintaining local control of schools; and (5) creating a method for quality control. The National Study Group of the Office of Education Research and School Improvement, U.S. Department of Education, advises state officials to consider a broad range of help, proceed in fair and well-defined stages, and establish a blue-ribbon independent body. (LMI)

ED 373 412 EA 026 021

Maniloff, Howard; Clark, David L.
The 1993 North Carolina Education Poll: A State Adaptation of the

the school's restructuring process and describes the efforts of Lincoln's new principal to keep the focus on the long-term goal of change. Data were obtained through document analysis, field notes, and interviews with 12 faculty on staff during the transition, 2 newcomers, and 1 teacher who transferred to another school. Teachers believe that new faculty and staff must be introduced early to the concepts of acceleration; and new principals must quickly learn and build on faculty strengths. Principals in such situations should (1) respect shared decision making and the mechanics of the alternative governance structure; (2) become an integral part of the process, including keeping the vision; and (3) respect and use well empowerment, unity of purpose, and faculty strengths. Other critical factors include the quality of the principal-teacher relationship, the principal's commitment to the instructional process, and the principal's concern for teacher and student development. Contains 17 references. (LMI)

ED 373 430   EA 026 040

Carson, Cristi
The Ceremonial Use of Slogans in the Implementation and
  Initiation of an Educational Partnership.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 4-8,
  1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Democratic Values; Elementary Secondary Education;
  Moral Values; *Organizational Communication; *Partnerships in
  Education; Socialization; *Values; *Values Education

This paper describes the development of a character education program that is based on the concept of a "whole village partnership." The partnership was formed by a retiring chief executive officer (CEO) of a major corporation, who sought ways to help his community rededicate itself to the "core" values of democracy. The project is supported by a coalition of private business, philanthropic foundations, public broadcasting, and regional educators. Data were obtained from document analysis; group interviews with project committees; individual interviews with project administrators, staff, and teachers; and observations. Most persons and groups involved in the partnership cited the founding CEO as their motivation for joining the project. Although no empirical data exist, a pre- and post-test of 845 students in one participating district indicates that students know more about drugs and social-refusal skills, but have not improved their images about themselves or their schools. They also remain vulnerable to environmental stresses. However, the partnership is judged to be successful because its effective slogan system has provided leaders with a formal language structure and validated the beliefs of school practitioners. Its hierarchical organization has effectively transmitted the project's purpose from the primary partners to the principals and teachers. Superintendents, principals, and teachers said they liked the program because of its effect on students. The overall impact of this program is still open to debate. One figure and two tables are included. (LMI)

ED 373 431   EA 026 041

(150)
DESCRIPTORS- Board Administrator Relationship; Community Cooperation; Community Relations; Educational Cooperation; Elementary Secondary Education; *Organizational Change; *Organizational Climate; *Organizational Communication; *Public Schools; *School Community Relationship
IDENTIFIERS- *Virginia Beach Schools VA

This paper reports on the restructuring efforts and activities undertaken in Virginia Beach from 1991 to 1994. The district has begun a massive effort to downsize, reorganize, and restructure the organization to focus on shared decision making and student performance. A special effort has been made to build coalitions among employees, with the school board, and with community groups. The district has also worked toward creating a new school culture, which entails the following elements: having a common sense of purpose; taking responsibility for achieving the vision; creating culture through events; and implementing systemwide staff development. Other district initiatives include the development of high, clearly defined expectations for student conduct, the creation of a Literacy Center, and administration of an annual Parent Perception Survey. (LMI)

ED 373 449 EA 026 061

Faucette, Sidney L.
Superintendent's Report on the School Board Adopted "Resolution of Support for School Based Management and Shared Decision Making."
PUB DATE- 17 Dec 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Board Administrator Relationship; Boards of Education; *Cooperative Planning; *Decentralization; Educational Improvement; Educational Quality; Elementary Secondary Education; *Participative Decision Making; Public Schools; *School Based Management; *School Restructuring; Superintendents
IDENTIFIERS- *Virginia Beach Schools VA

This document contains the Virginia Beach superintendent's report to the school board on the adoption of a resolution that supports school-based management (SBM) and shared decision making. On December 17, 1991, the school board passed the "Resolution of Support for School Based Management and Shared Decision Making." The report contains a summary of the principles of school restructuring and school-based management, with a focus on the following areas--governance, shared decision making, staff development, accountability, resource allocation, and organizational climate. Expectations for curriculum and instruction are described next, specifically, those for academic excellence, instructional support, and organizational matters. Class size, as a balance between instructional effectiveness and cost efficiency, is also discussed. In summary, when faced with policy decisions, the school board and superintendents should try to answer these three essential questions: (1) Does the decision improve learning? (2) Does it improve working conditions? and (3) Does it maintain a balance between efficiency and effectiveness? Appendices contain a list of competencies of the effective principal and principles for the application of systems leadership. (LMI)

(David Johnson); "Changing Systems To Address the Needs of Diverse Students with Disabilities and Their Families" (Debra Spotts Merchant); "Presentation of Technical Assistance and Dissemination Questionnaire Results" (Richard Horne and Debra Price-Ellingstad); "Systems Change from a Policy Perspective" (Ray C. Rist); and "Creating Linkages" (Robert M. Stonehill). Appendices contain a copy of the agenda, participant list, results of small group activities, and questionnaires. (JDD)

ED 373 468 EC 303 236

McLaughlin, Margaret J.; Warren, Sandra H.
Resource Implications of Inclusion: Impressions of Special Education Administrators at Selected Sites. Policy Paper Number 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Disabilities; Educational Facilities; Educational Policy; Elementary Secondary Education; Equipment; Expenditures; Interviews; *Mainstreaming; Professional Development; *Program Costs; *Resource Allocation; School Personnel; Special Education; Staff Development; Staff Utilization; Transportation
IDENTIFIERS- *Inclusive Schools

This study explored resource allocation issues in schools that had moved toward inclusive education. Rather than document or analyze actual costs, the study sought general information related to resource allocation through interviews with local special education administrators in 12 school districts across the United States. Specifically, the study obtained information related to: personnel (allocation of special education teachers, regular education class sizes, cross-funding of personnel, related service providers, and paraprofessionals); transportation; facilities; materials and equipment; and professional development. Findings of this exploratory study indicate that initial implementation of inclusion can require additional resources, but as a service delivery mode, inclusion appears to be less expensive than provision of services in cluster programs or specialized schools. An appendix lists and describes the school districts participating in interviews. (JDD)

ED 373 469 EC 303 237

Verstegen, Deborah A.
Historical Overview. Fiscal Provisions of the Individuals with Disabilities Education Act. Policy Paper Number 2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 47p.; For policy issues and alternatives, see EC 303 238.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Intervention; *Educational Finance; *Educational History; *Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; *Federal Programs;

Secondary Education; *Minority Groups; Research

This monograph addresses topical issues in training, service delivery, and research for minorities in communication disorders. It presents extended versions of papers that were delivered at the conference, "Concerns for Minority Groups in Communication Disorders," held in Nashville, Tennessee on September 17-19, 1984. Papers include: "The First Thomas E. Poag Memorial Lecture" (S. Allen Counter); "Valid Predictors of Minority Student Success" (Harold Powell); "Effective Counseling of Minority Students" (Elaine J. Copeland); "Opportunities and Responsibilities for Developing Positive Minority Initiatives in Higher Education" (Frank W. Hale, Jr.); "The Aging Minority: American Indian Perspective/Community-Based Rehabilitation Solution" (Gail A. Harris); "The Difference That Differences Make: Class and Culture as Components of Black Self/Group Awareness" (Thomas Kochman); "Theoretical Frameworks and Language Assessment" (Fay Boyd Vaughn-Cooke); "The Non-Native Speaker: Testing and Therapy" (Florence D. Wiener); "Assessment Instruments for Minorities" (Mary Ann Acevedo); "Alternative Strategies for the Teaching of Language to Minority Individuals" (Harry R. Seymour); "Language Policy for Immigrants and American Citizens Whose Native Language Is Other Than English" (Sarah E. Melendez); "Need and Justification for Bilingual Education for Minority Groups with Communication Disorders" (Ramon L. Santiago); "Sickle-Cell Anemia and Hearing Loss" (Diane Scott); "Verbal Communication of Minority Adolescent Mothers" (Bertha Smith Clark); "Backpacks or Parachutes: Management's Challenge of the Future" (Ronald E. Galbraith); "Legal Issues Affecting the Delivery of Services to Minorities" (Donald W. Fish); "Research Needs for Minority Populations" (David Satcher); "The Social Responsibility of the Minority Researcher" (Lorraine Cole); "The Development of Linguistic Norms for Nonmainstream Populations" (Ida J. Stockman); "Pragmatic Aspects of the Language of Speakers of Black American English" (Elaine Bremer Lewnau); and "Communication Disorders in Africa and the Caribbean: Some Implications for Black Americans" (Orlando L. Taylor). (JDD)

ED 373 488 EC 303 257

Stewart, Billie Ackerman, Ed.
Partnerships in Education: Toward a Literate America. ASHA Reports No. 17.
PUB DATE- 89
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Communication Skills; Cultural Differences; Elementary Secondary Education; High Risk Students; Intervention; Language Acquisition; *Language Impairments; *Literacy Education; Minority Groups; *Partnerships in Education; Reading Difficulties; Speech Therapy; Teamwork; Therapists

The National Forum on Schools, "Partnerships in Education: Toward a Literate America," held in Washington, D.C., on September 20-21, 1989, was called as an impetus to forming educational partnerships in order to generate creative solutions to educational problems. The proceedings document begins with an introduction by Gilbert R. Herer titled "Communication: The Key to Education." It provides the text of a keynote address, "With Literacy and Justice for All: America's Unfinished Revolution" (Mary Hatwood Futrell), and two luncheon addresses, "Language

Learning Disabled Child: A Challenge and Some Suggestions" (Joyce N. French); "Case Studies" (Susan Baum et al.); "Teaching Test Taking Skills" (Rosalind W. Rothman and Jill Cohen); "Counseling Gifted Learning Disabled Students" (Paul R. Daniels); "Developing Self Esteem" (Sheri Searcy); "Getting Students Ready for College" (Carol Sullivan); "College and the Learning Disabled" (Margaret D. Meyer); "The College Option" (Barbara Scheiber and Jeanne Talpers); "Questions To Ask Yourself and the Schools" (Barbara Scheiber and Jeanne Talpers); "Living and Learning with Dyslexia" (Sarah L. Levine and Sally Osbourne); "Dyslexics at Brown: A Student Perspective" (Brown University); "Attention Deficit Disorder: Current Understanding" (Richard O. Elliot); "Attention Deficit Disorder: A Guide for Teachers" (Education Committee of C.H.A.D.D.); "John Adam Hartley: An ADD Story" (Donna Hartley); and "A Radical Evolutionary" (Lisa Libowitz). A listing of resources includes centers, associations, and organizations; a select sampling of schools; programs; publications; tests and publishers; and recommended reading. Some of the individual articles also contain references. (DB)

ED 373 508 EC 303 277

Identifying and Cultivating Talent in Preschool and Elementary School Children.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Ability Identification; Academically Gifted; Educational Needs; *Educational Strategies; Elementary Education; *Gifted; Preschool Education; *Special Programs; Student Development; Student Placement; *Talent Identification
IDENTIFIERS- Early Identification; *Johns Hopkins University Center Talented Youth MD

This collection of articles abnout gifted and talented preschool and elementary students begins with background information on the program and philosophy for young students at the Center for Talented Youth at Johns Hopkins University (Maryland). The following articles are then presented: "Some Thought for Parents of Very Young Gifted Children" (Center for Talented Youth); "Testing and Educational Planning" (Center for Talented Youth); "Academically Talented Children: The Case for Early Identification and Nurturance" (Carol J. Mills); "National Excellence: A Case for Developing America's Talent: Executive Summary" (Pat O'Connell Ross); "General Suggestions for Establishing Initiatives To Meet the Needs of Students of High Capacity" (Advisory Committee on Exceptional Children and Youth, U.S. Department of State); "Current Elementary School Programs" (Pat O'Connell Ross); "Some Guidelines for Choosing and Evaluating a School Program If Your Child Is Gifted" (Center for Talented Youth); "Selection of Candidates for Early Admission to Kindergarten and First Grade" (Nancy M. Robinson and Linda J. Weimer); "Programs for Gifted Young Children" (Wendy C. Roedell); "Guidelines for Grade Advancement of Precocious Children" (John F. Feldhusen); "Cooperative Learning or Ability Grouping: An Issue of Choice" (Carol J. Mills and William G. Durden); "Influencing Your Child's School: A Guide for Parents" (Center for Talented Youth); "Families of Gifted Children: The Next Ten Years" (Nicholas Colangelo); "Stuck in Another Dimension: The Exceptionally Gifted Child in School" (Stephanie S. Tolan); and "Learning Disabilities and the Preschool Child" (National Joint Committee on Learning interventions employed at Alternatives are based on the available literature regarding the psychosocial and educational needs of learning deficient youngsters, the causes and correlates of delinquent behavior, and the nature and consequences of the inner city poverty context from which all project participants come. Project interventions are designed to be comprehensive so as to influence the adolescent's attitudes, aspirations, and behavior as well as the adolescent's key systems, which include the peer context, the school, and the family. Interventions include a problem-solving component, a parent management component, an educational remediation component, a daily life component, a weekend recreational component, and a case management component. The treatment's effectiveness was gauged by selecting a sample of 18 youngsters who had been in treatment for at least 3 months and rating them on 37 problem behaviors. Two-thirds of program participants demonstrated a noticeable lessening of problems and one-third continued about the same level of problems. The treatment evaluation form is appended. Contains 30 references. (JDD)

ED 373 528 EC 303 297

Roahrig, Paul L.
Special Education Inclusion. Fiscal Analysis of Clark County Schools Inclusion Site Grant.
PUB DATE- Aug 93
NOTE- 20p.; A program developed by the Clark County Special Education Cooperative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Cost Effectiveness; *Disabilities; Educational Change; Educational Practices; Elementary Secondary Education; *Expenditure per Student; Financial Support; *Inclusive Schools; *Mainstreaming; *Program Costs; School Districts; Social Integration; Special Education
IDENTIFIERS- Funding Formulas; Greater Clark County Schools IN

This paper presents a fiscal impact analysis of special education funding of inclusion at one of Indiana's pilot test school sites. Preliminary information includes a brief history of education for children with disabilities in the least restrictive environment. Indiana's weighted formula for special education funding is then explained and problems with the current formula process are identified. The inclusion program of the Clark County Schools is described, focusing on the four elementary schools involved in the inclusive site grant. Data are then summarized for the following areas: cost of inclusion compared to cost of traditional programs (average cost is slightly less in the inclusion model); inclusion staff assignments; costs for inclusion compared to traditional programs; administrative costs of inclusion; transportation costs of inclusion; and staff development costs of inclusion. The paper recommends that Indiana shift from the weighted formula funding approach to a formula that will support all programs during this time of transition in service delivery. It also lists recommended special education integration policies and practices and urges investment in staff development. Contains nine references. (DB)

ED 373 529 EC 303 298

Raabe, Becky
Disability Awareness Programs Resource Guide. Revised.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Language Skills; Limited English Speaking; *Native Language Instruction; *Second Language Instruction; Second Language Learning; State Standards; *Teacher Certification; Teaching Methods
IDENTIFIERS- *California

This draft handbook provides descriptions and summaries of the six tests that California elementary and secondary teachers must pass to earn the Crosscultural, Language, and Academic Development (CLAD) or Bilingual, Crosscultural, Language, and Academic Development (BCLAD) certificates. The six tests include: (1) "Language Structure and First- and Second-Language Development"; (2) "Methodology of Bilingual, English Language Development, and Content Instruction"; (3) "Culture and Culture Diversity"; (4) "Methodology for Primary Language Instruction"; (5) "The Culture of Emphasis"; and (6) "The Language of Emphasis." Each description and summary outlines the skills covered by the test and the weights given to specific categories of skills in the grading of the test. Tests one through four are in English and are the same for each language certification. Test five is in English but focuses on a specific target culture. Test six is the target language. (MDM)

ED 373 547 FL 022 249

Smith, James Brian
A Study of Item Bias in the Maine Educational Assessment Test.
PUB DATE- May 93
NOTE- 167p.; Doctoral dissertation, Boston College.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Bilingual Students; Comparative Analysis; Elementary Secondary Education; English; French; Grade 8; *Mathematics Tests; Monolingualism; *Reading Tests; *Standardized Tests; State Programs; Statistical Analysis; *Test Bias; *Test Items; Test Validity
IDENTIFIERS- *Maine Educational Assessment

A study used four statistical item bias analysis strategies to determine the French cross-cultural validity of the Maine Educational Assessment, a standardized test administered in six content areas to students in grades 4, 8, and 11. Analysis was performed on eighth grade pupil performance in test year 1988-89, in the areas of the 100 common reading and mathematics items that all pupils take. The four statistical procedures used were: Scheuneman's modified chi-square; Rudner and Convey's TID-45 degree item difficulty p-value; the Rasch one-parameter latent trait model; and the Mantel-Haenszel procedure. Item response comparisons were made with two of Maine's pupil populations: 336 French bilingual/English-fluent speakers and 336 monolingual English-speakers. Findings show that 8 of 50 mathematics items and 9 of 50 reading items indicated differential validity. However, they also indicated differential functioning in not favoring significantly either language group. It is concluded that lower mean scores on the test among bilingual/English-fluent students are not due to item bias, as suggested in an earlier study. It is suggested that misidentification of bilingual/English-fluent students is a primary cause of the discrepancy in scores. (MSE)

ED 373 548 FL 022 261

LEP reader lacks the same cultural perceptions as those intended in the majority-language text, his interpretations of meaning may be considered misinterpretations. As a consequence, many LEP students are labeled as underachievers when their achievements are simply colored by their minority language culture. The educational community must make a greater effort to understand that LEP readers often bring their own culturally-influenced meaning to the interpretation of English-language text. (MSE)

ED 373 569   FL 022 401

Chang, Lu
Surveying LEP Populations: Issues Explored through an Example.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Cross Cultural Studies; Cultural Influences; English (Second Language); Ethnicity; Language Maintenance; Language Research; Language Role; Language Usage; *Limited English Speaking; Minority Groups; Questionnaires; *Research Methodology; Research Needs; *Research Problems; *Surveys; *Translation

Issues unique to survey research among limited-English-proficient (LEP) populations are discussed, with illustrations drawn from one recent doctoral study. The research in question was on language, culture, and ethnicity in five Chinese-language schools in northern California. Its aim was to investigate the role of the schools in maintaining Chinese language, culture, and ethnicity in a multilingual/multicultural society. The survey of 800 administrators, teachers, parents, and students was carried out by questionnaire, provided in both English and Chinese versions (students' were in English only). Data for this analysis are drawn from the survey of one of the five schools. In developing the questionnaire, these issues were encountered and addressed: writing translatable English; maintaining the original meaning in the translation; significant cultural issues; and reconciling differences and similarities in English and Chinese responses. Each is discussed, and interpretations of and resolutions to specific problems in the survey are examined. It is concluded that as U.S. demographics change, it is increasingly important to gain some understanding of issues in surveying LEP populations. (MSE)

ED 373 570   FL 022 403

Oostendorp, Herrre van, Ed.; Zwaah, Rolf A., Ed.
Naturalistic Text Comprehension. Advances in Discourse Processes, Volume LIII.
PUB DATE- 94
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Cognitive Processes; Coherence; Cohesion (Written Composition); *Discourse Analysis; Expectation; Illustrations; *Language Processing; *Literature Appreciation; Psychology; *Reading Comprehension; Recall (Psychology); Semantics; Spatial Ability; *Technical Writing; Visual Aids

ED 373 589 FL 800 758

Becker, Aliza
Building Bridges: A Resource Guide on Citizenship.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adult Basic Education; *Citizenship Education; Civil Liberties; Demography; *Eligibility; Federal Government; *Immigrants; Information Sources; *Legal Problems; *Literacy Education; Program Design; Program Development; Public Agencies; *Public Policy; Records (Forms); Spanish Speaking; Test Wiseness; Trend Analysis; United States History
IDENTIFIERS- *Empowerment; Immigration and Naturalization Service

This guide is designed for those working in the field of citizenship to develop programming for immigrants moving through the naturalization process. It offers an overview and discussion of a number of naturalization issues: immigration trends and the demographics of citizenship eligibility; the history of U.S. naturalization policy; considerations in the decision to naturalize; steps to becoming a permanent U.S. resident; eligibility requirements for naturalization; specific procedures for naturalization; historical precedents for citizenship education; the purpose of naturalization education; preparation for the citizenship test; issues in citizenship education program design; and citizenship as empowerment. Substantial appendixes include demographic data on foreign-born individuals in the United States, promotional literature on citizenship and citizenship education, Immigration and Naturalization Service forms, lists of legal resources, references for citizenship education, and descriptive information about standardized citizenship education tests and test administration. Some materials are in Spanish. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 590 FL 800 766

Perkons, Rita
The Care of Non-English Speaking Background Residents in Mainstream Nursing Homes and Hostels.
PUB DATE- 91
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cultural Activities; *Cultural Differences; Cultural Pluralism; Employment Patterns; Foreign Countries; *Language Role; *Limited English Speaking; *Nursing Homes; Patients; *Personal Care Homes; Standards; Surveys; Volunteers
IDENTIFIERS- Australia (South Australia); *Patients Rights

A survey of 104 individuals of non-English-speaking backgrounds (NESBs) living in South Australia nursing homes and personal care homes and staff of 75 institution housing NESB residents is reported. The study's objectives was to determine the culturally-based needs of the residents and the provision of culturally appropriate services to them. The report presents a summary of findings and recommendations, then describes in greater detail the study's objectives, methodology, results, discussion, and suggestions for culturally appropriate service training, training with industry, continuing education and training, skills certification, consultancy services, and research. A calendar of significant events follows. A review of operations highlights these achievements: 6,910 trainees completed their training, intake for apprenticeship increased 13 percent, the industry-based training courses had an intake of 1.977 participants, the continuing skills training courses recorded an intake of 20,158, the continuing education classes attracted 16,432 participants, the National Technical Certificate system was restructured, ITE cooperated with Germany in technical training, external committees were formed to promote technical training, skills training was undertaken in support of regionalization training scheme, and technical assistance to the Philippines was provided. Other sections describe trainees, courses, the training environment, industry support, staff, and community relations. (YLB)

ED 373 149 CE 066 883

Key Statistics on Technical Education and Training 1992.
PUB DATE- 93
NOTE- 83p.; For the 1991 edition, see ED 357 168.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; *Continuing Education; Educational Certificates; Foreign Countries; Postsecondary Education; Statistics; Student Certification; Student Characteristics; *Technical Education; Technical Institutes
IDENTIFIERS- *Singapore

This publication documents important statistical data on the technical education and training activities under the purview of the Institute of Technical Education, Singapore. Section I on technical education and training in Singapore highlights major developments in 1992 and provides flowcharts of the former vocational training system and the new technical training system. Section II offers statistics on full-time institutional training, including the following: intake by level, level and sex, and level and race; average enrollment by level, level and sex, qualification, level and race, and technical institute; cumulative output by level and sex and by sector, trade cluster, and sex; output by level and race; and output of courses. Section III offers these statistics on apprenticeship: apprenticeships (1983-92); intake of apprentices by sector and trade cluster, level and race, and qualification; and apprentices completed training in 1992 by sector and trade cluster. Section IV provides these statistics: training places taken under continuing skills training and education (1988-92) and under the continuing skills training and continuing education courses by level. Section V contains statistics on worker education: training places taken by participants in Basic Education for Skills Training (BEST) and Worker Improvement through Secondary Education (WISE) by level and type of center and examination results of BEST and WISE participants. Section VI on trade testing and certification offers these statistics: candidature by type of test and course level; distribution of candidatures and passes by type of test; and number certified through the institutional, public, and modular trade test. Section VII provides miscellaneous statistics. (YLB)

ED 373 150 CE 066 884

ITE Qualifications. First Edition.

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Civics; Civil Law; *Computer Assisted Instruction; *Computer Literacy; Computer Software Development; Courseware; Curriculum Development; *Daily Living Skills; Instructional Materials; Interpersonal Competence; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Skills; Nontraditional Occupations; Reading Skills; Sex Fairness; Teaching Guides; Thinking Skills
IDENTIFIERS- 353 Project

These materials were prepared by a project that developed and used a computer-assisted comprehensive life skills curriculum partly based on an existing life skills program, "Everyday Basic Skills," and added new modules in civics and legislative legal issues relevant to Pennsylvania. An 18-page final report is followed by a curriculum outline and bibliography. An Introduction to Computer Assisted Everyday Basic Skills Modules contains an introduction, information on student interests and capabilities assessment, information on computer literacy, and a brief overview of the modules. A technical glossary is appended. A student handbook contains an introductory computer literacy module and materials and exercises for the modules. Lesson plans are provided for the following modules: basic skills, everyday math, everyday English, everyday social skills, everyday reasoning skills, employability skills, life skills, teen parent life skills, first step (literacy level life skills--home and family, consumer issues, personal development), sex equity and nontraditional occupations, civics--local government, laws, and legal issues, and step up (advanced computer-enhanced basic skills--advanced level math, advanced level English, vocabulary for post-high school education and technical employment, and financing/testing concerns). The format for each lesson plan is as follows: skill, assessment, materials list, and teaching strategy and techniques. (YLB)

ED 373 169 CE 066 972

Context: An Inmate Newspaper.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 164p.; Light type in newsletters may present legibility problems.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Adult Basic Education; *Correctional Education; Creative Writing; *Newspapers; Prisoners; Student Motivation; *Student Writing Models; *Writing Skills
IDENTIFIERS- 353 Project

A project was designed to teach writing skills to adult basic education students in prison through the publication of a bimonthly newspaper. The target audience was any inmate in the Franklin County and Adams County Prisons in Pennsylvania; there were no restrictions on admittance to the program or to class size. Participation was voluntary and the classes were open entry/open exit. Participants' writings included editorials, poetry, puzzles, and interviews. Three issues of the newspaper were produced at the Adams County Prison; six issues were produced at the Franklin County Prison. Although no posttesting was possible to demonstrate increases in writing levels, the inmates participated in and enjoyed working on the project.

early childhood curriculum consists of a class schedule, elements of the class, and outlines for 13 units: Thanksgiving, Christmas holiday, occupations, health, Valentine's Day, families, communities, planet earth, Easter, plants, Mother's Day, summer fun, and being patriotic. Each outline consists of purpose of unit, overview, and art projects with materials needed and directions. The adult basic education section describes the general curriculum, customization of the curriculum, and specialized curriculum and lists materials. The section on English as a Second Language describes basic materials, general classroom procedures, use of volunteers, and other elements. The parent and child time together curriculum contains handouts in English and Spanish for parents for the activities that detail learning concepts, materials needed, and description of activity. The parenting workshops section provides an overview of workshop topics. The home visits section describes four visits: skills for children, skills for parents, what teachers do, what children do, what parents do, and what parent and children do together. The final section describes eight field trips in terms of destination, contact person, purpose of activity, description, and staff requirements. (YLB)

ED 373 187   CE 067 010

Bercovitz, Laura
Learning with East Aurora Families. Project Evaluation.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jan 94
NOTE- 82p.; For a related guide, see CE 067 009.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Daily Living Skills; English (Second Language); *High Risk Students; High School Equivalency Programs; Home Instruction; Home Visits; Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Participation; Parents as Teachers; *Preschool Children; Preschool Education; Program Development; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Family Literacy; Illinois (East Aurora)

The Learning with East Aurora Families (LEAF) Project was a 1-year family literacy program developed and implemented by Waubonsee Community College in Sugar Grove, Illinois. It recruited 51 parents and other significant adults of 4- and 5-year-olds enrolled in at-risk programs. Each of the 4-week sessions were divided into 5 components: adult education, preschool or kindergarten classes, parenting/life skills classes, parent/child and family times, and home visitations. The project provided parents and preschool children participants with 708 hours of classes and other activities. Approximately 75 percent of participants were still attending the LEAF program at its conclusion. Parents who were pre- and posttested on the Test of Adult Basic Education (TABE) showed an average gain of .86 reading level; parents who were pre- and posttested on the English Language Skills Assessment (ELSA) Test gained an average of 1.1 levels. Data for preschoolers showed a 1.288 years gain on the language test. Responses to a parents' questionnaire indicated overall enthusiasm for the parenting and life skills programs. The project provided child care, transportation, and a support system to overcome identified barriers. (Instruments in both English and Spanish are attached. A discussion of data offers the following: summaries of results of pre- and posttests in TABE, ELSA,

Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-09.
PUB DATE- 94
NOTE- 20p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; *Marketing; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Marketing Mix; Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on locating a business in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: general and specific considerations in selecting a business location/site, available sources of assistance for selecting a business location, and the importance of assessing a location's future. (MN)

ED 373 205 CE 067 039

Pricing Strategy. Unit 10. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-10.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Competition; Costs; *Entrepreneurship; Learning Activities; *Marketing; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Supply and Demand; Teaching

exporting; describe the reasons for importing; use international trade/economic terms correctly; discuss the socioeconomic differences between potential trading partners; and identify international trade opportunities for one's business idea. (YLB)

ED 373 221 CE 067 055

The Business Plan. Unit 5. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-5.
PUB DATE- 94
NOTE- 67p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Business Skills; *Competency Based Education; *Entrepreneurship; Learning Activities; Planning; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Business Plans; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business plans in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: how a business plan contributes to the success of a business, questions to be answered in a business plan, components of a business plan, and importance of the presentation of a business plan. (KC)

ED 373 222 CE 067 056

Help for the Entrepreneur. Unit 6. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-06.
PUB DATE- 94
NOTE- 20p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Your Potential as an Entrepreneur. Unit 1. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-01. Series No. 303-01.
PUB DATE- 94
NOTE- 25p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; *Decision Making; *Entrepreneurship; Goal Orientation; *Individual Characteristics; Learning Activities; Personality Traits; Postsecondary Education; Secondary Education; *Self Evaluation (Individuals); Student Evaluation; Teaching Guides
IDENTIFIERS- Goal Setting; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on entrepreneurship potential in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: characteristics and personality traits of entrepreneurs; the importance of professionalism to entrepreneurs; assessment of personal qualifications and motives for becoming an entrepreneur; areas in which entrepreneurs make decisions (money, sales, employees, customer credit, advertising, pricing, purchasing, business protection, recordkeeping, legal issues, equipment/supplies, merchandise/services, partners, customers, and business facilities); personal analysis and identification of appropriate business options; and goals necessary to becoming an entrepreneur. (MN)

ED 373 239 CE 067 073

The Nature of Small Business. Unit 2. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-02.
PUB DATE- 94
NOTE- 25p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English

This instructor guide for a unit on financial analysis in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: responsibilities in managing finances, financial advisors, cashflow management, financial control procedures, cashflow patterns, trouble spots, owner's equity financial statement, analysis of financial statements, financial management ratios, break-even point, and computer applications for financial management. (KC)

ED 373 256   CE 067 090

Customer Credit. Unit 19. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-19.
PUB DATE- 94
NOTE- 32p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Credit (Finance); *Entrepreneurship; Learning Activities; Money Management; Postsecondary Education; Secondary Education; *Small Businesses; Teaching Guides
IDENTIFIERS- *Customer Services; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on customer credit in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the relevance of customer credit, guidelines for granting credit, towards the practice of responsible sexual behaviors attuned to community standards, thus potentially enhancing personally fulfilling relationships; and (2) girls exhibited higher receptivity to the messages of the sexuality education curriculum than did boys. Included are eight tables which present the statistical data. (RJM)

ED 373 273 CG 025 531

Renfro, Sally
Adolescent Child Care Program, 1992-93: OREA Report.
PUB DATE- 13 Sep 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Welfare; *Early Parenthood; Family Planning; High Risk Students; High Schools; High School Students; Parents; *Pregnant Students; Special Needs Students; Student Welfare; *Unwed Mothers; Youth Problems
IDENTIFIERS- New York City Board of Education

The Program for Pregnant and Parenting Services (PPPF) assists children in the New York City public school system who also happen to be parents. In 1993 the program received a federal child care and development block grant which was used to augment the child development, child care, and case management services provided to their student clientele. This report summarizes the steps taken by the program to enhance its services to students. After outlining the basic services offered to the students, the researchers describe some of the program's augmented services, such as day care so that new mothers can continue to attend classes. Recognizing the politically volatile issues of adolescent sexual behavior and contraception, while also acknowledging the desirability of reducing the rate of unintended pregnancy among adolescents, the program analysts recommend that PPPF increase efforts in two areas: (1) include the partners of its pregnant and parenting students in all program activities; and (2) develop a curriculum that encourages adolescents to delay childbearing until both the father and the mother are willing and able to make a life-long financial and emotional commitment to the child. Included with the findings are six tables which describe the students and services in this program. (RJM)

ED 373 274 CG 025 532

The Dropout -- Fiscal Year 1992: The Graduate -- One Year after Fiscal Year 1991. Iowa Guidance Surveys.
PUB DATE- 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; At Risk Persons; Children; *Dropout Research; *Dropouts; Elementary Secondary Education; *Graduate Surveys; *High Risk Students; High School Graduates; Statistical Analysis
IDENTIFIERS- Guidance Materials; *Iowa

This booklet presents statistical graphs and tables on Iowa's state of education. The report centers on the state's dropouts and graduates. The rates for fiscal 1992 secondary school dropouts include comparisons for the state, number of students enrolled, 16 different merged areas, by sex, and by grade the study include: (1) How well were families prepared for the deployment? (2) What types of problems did families experience most frequently? (3) What formal and informal support systems were most likely to be used by families? and (4) What problems were experienced during the reunion phase? The analysis is presented in four chapters: (1) a literature review on family separation issues; (2) the methodology employed in the study; (3) the results of the analyses; and (4) the conclusions and recommendations of the study. Future phases of the study will include a workshop with Air Force policy-makers, follow-up interviews with single parents and dual-military couples, and the conclusion of a comparable study with Reserve Component service members, spouses, leadership and service providers. (RJM)

ED 373 294   CG 025 614

Brookins, Craig C.
Research and Intervention Issues in the Examination of Ethnic Identity in African-American Youth.
PUB DATE- Feb 94
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (5th, San Diego, CA, February 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Black Attitudes; Blacks; Black Students; *Black Youth; Cultural Awareness; Elementary Secondary Education; *Ethnicity; *Intervention; Preadolescents; *Racial Identification; Self Concept
IDENTIFIERS- *African Americans

In recent years researchers have developed strategies to understand or promote ethnic identity in African-American youth. This paper discusses six studies or interventions which explored ethnic identity among African-American youth. These interventions were designed to produce positive changes in areas such as ethnic identity, academic achievement, life skills and social competencies, cultural awareness, career exploration and social bonding. Participants ranged in age from 9 to 16 years of age, and came from a variety of socioeconomic backgrounds and educational levels. The information on the interventions was based on self reports, archival data, participant observations, ethnographic techniques, and focus groups and are presented under five major headings: (1) operationalizing ethnic identity; (2) community representativeness; (3) difficult to reach; (4) engaging youth participants; and (5) researcher/community collaboration. While the efforts examined in this report provide valuable information, most interventions do not furnish the information needed to determine whether and how programs are producing the desired developmental changes. Likewise, while researchers know which activities promote ethnic identity development, scant intervention data exists to verify this belief. To answer these questions, researchers must undertake longitudinal and experimental research that examines a variety of psychosocial constructs. (RJM)

ED 373 295   CG 025 625

Epps, Patricia H.; Vallenari, Allison
Training Manual for HIV/AIDS Prevention.
PUB DATE- 92

Unpacking Phonological Awareness: Comparing Treatment Outcomes for Low-Skilled Kindergarten Children.
PUB DATE- 7 Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Instructional Effectiveness; Kindergarten; *Kindergarten Children; *Low Achievement; Primary Education; *Reading Achievement; Reading Research; *Reading Skills; Regression (Statistics); Spelling
IDENTIFIERS- *Phonological Awareness

A study explored the construct of phonological awareness by examining the effects of different instructional treatments on the development of generalized phonological skills, reading, and spelling. The effect of phonological instruction with kindergarten children who might be expected to have more than average difficulty learning to read in first grade was also tested. Subjects, 88 kindergarten children, were randomly assigned to one of four conditions. One treatment taught only auditory blending and segmenting with limited letter-sound correspondences, and the other a more global array of phonological tasks, also with limited letter-sound correspondences. Treatment effects were compared with two control conditions: letter-sound only, or no treatment. Results suggest that both types of metaphonological instruction improved phonological abilities and transferred to reading and spelling analog tasks; and that children whose phonological skills were initially low achieved a level of phonological awareness comparable to that of naturally proficient children, but were still less efficient in learning to read. Regression analyses suggested that blending and segmenting contribute more to variance on reading and spelling analog scores than a measure of generalized phonological awareness. (Contains 52 references; includes 5 tables of data.) (RS)

ED 373 315 CS 011 814

Troyer, Sandra J.
The Effects of Three Instructional Conditions in Text Structure on Upper Elementary Students' Reading Comprehension and Writing Performance.
PUB DATE- 4 Apr 94
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; Intermediate Grades; *Reading Achievement; *Reading Comprehension; Reading Research; *Text Structure; *Writing Achievement; Writing Research
IDENTIFIERS- Expository Text; Graphic Organizers

A study tested the effectiveness of three instructional strategies in three expository text structures on students' reading comprehension and writing performance. Subjects, 173 fourth, fifth, and sixth graders, were randomly assigned to one of three conditions: mental modeling, graphic organizer, or a control read/answer group. They received instruction in the characteristics of three text structures: attribution, language approach to developmental literacy instruction by adapting the model David Bartholomae and Anthony Petrosky provide in "Facts, Artifacts, and Counterfacts." Rather than a focus on information retrieval and transfer, whole language curricula encourage students to engage in dialogues with texts to learn more about themselves and others. Each year, the educators have included more African American texts because the African American enrollment at the university doubled over a 5-year period. Students in the developmental studies whole language classes read novels and autobiographies from several cultures and write responses and essays in terms of their individual readings of texts and their personal experiences. One of the most important benefits of using whole books for reading instruction is that students have the opportunity to become sufficiently engrossed in a fictional world that they can identify with situations and characters. The students in whole language classes who read, discuss, and write about African American literature not only have extensive reading, writing, speaking, and listening experiences, but they also share the stories of their own personal experiences. In the process, their imaginations are being enlarged, their lives enriched, and what they learn could contribute significantly to the improvement of society. (RS)

ED 373 335   CS 214 458

Johnson, Helen L.; And Others
The Family Literacy Project: Using Children's Literature to Enhance the Literacy of Adolescent Parents.
PUB DATE- Nov 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; *Early Parenthood; High Schools; High School Students; *Parent Education; *Parenting Skills; Program Descriptions; Program Effectiveness; Reading Skills; Writing Skills
IDENTIFIERS- *Family Literacy; New York City Board of Education

The Family Literacy Project seeks to improve the prospects for adolescent parents and their children by working with student parents while they are still enrolled in school, supporting their efforts toward completion of their high school diplomas through literacy activities which enhance their skill as parents. The Family Literacy Project represents an action research model: it addresses substantive research issues about the development of literacy and parenting skills of adolescent parents. The project was implemented at five New York City high schools in 1991-92, and two additional high schools and a residential center for homeless women and children were added for 1992-93. The project: (1) sponsors a credit-bearing course, "Children's Literature," which is offered each semester at participating high schools; (2) establishes a permanent collection of children's literature at each participating school; and (3) offers staff development each summer and throughout the school year. Participants have shown improved attitudes toward reading, enhanced writing fluency, increased awareness of children's changing developmental needs, and clear preferences for certain specific books as well as certain types of books. Overall response to staff development has been positive. (A course outline; a 12-item annotated bibliography

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Educational Objectives; Elementary Secondary Education; English; Ethnocentrism; Higher Education; *Language Attitudes; *Sociolinguistics; Standard Spoken Usage; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Chicanas; Chicanos; *Professional Concerns; Texas (South)

The application of sociolinguistic principles should be the concern of every professional person who has any control over what goes on inside a classroom, particularly the teacher, who has the most regular, if not the closest contact with the student. It sometimes seems, however, that in their approach to multidialects in the classroom, teachers take one step forward only to take two steps back. In South Texas a real provincialism exists among Anglos about learning Spanish, even though Spanish-speaking children are in the majority in the classroom. By the time Anglo students reach the sixth grade, and their parents see the wisdom of their learning a foreign language, they usually are taught the one variety of Spanish most useless to them--Castilian, rather than the popular variety. No one is advocating the cessation of teaching standard English to all students, but in the Southwest it is impossible to separate the question of multidialects from bilingual or even trilingual situations. In college classes, the teacher should consider herself a model not of "correct" English or of the "prestige dialect" but of linguistic versatility. All teachers, not just those in Freshman English, should be aware of the implications of sociolinguistic research. And the single change in the education system that would do the most good would be for every prospective teacher to have a sound course in sociolinguistics. (NKA)

ED 373 355 CS 214 484

Hunzer, Kathleen M.
Gender Expectations and Relationships in the Writing Center.
PUB DATE- Mar 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Higher Education; *Sex Differences; Sex Stereotypes; *Student Attitudes; Student Surveys; Tutorial Programs; *Tutoring; Undergraduate Students; *Writing Instruction; *Writing Laboratories; Writing Research
IDENTIFIERS- *Tutor Role; West Chester University of Pennsylvania

Research assessing the effectiveness of writing tutorial programs should consider how gender contributes to dynamics of the student tutor relationship. In "On Becoming a More Effective Tutor," Lil Brannon catalogues different postures that the writing tutor may adopt: some are more friendly, concerned with the student's self-esteem, while others are more directive or assertive. Brannon's approach, however, does not consider how gender might determine a tutor's position on this spectrum. An informal study of 74 students who attended the writing center at West Chester University, however, suggests that gender is most important. Results, which given the limited survey sampling (39 completed questionnaires) are nonconclusive,

Evaluating Students' Learning and Communication Processes:
Handbook 4--Diagnostic Teaching Units: Science.
PUB DATE- 94
NOTE- 254p.; For other handbooks in this series, see CS 508 667-669.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Evaluation Methods; Grade 7; Junior High Schools; *Learning Processes; Lesson Plans; *Science Instruction; *Student Evaluation; Units of Study
IDENTIFIERS- *Alberta; Communication Context

Presenting diagnostic teaching units for grade 7 science and Science 14, this handbook is intended to be used along with the companion handbook 1, "Evaluating Students' Learning and Communication Processes: Integrating Diagnostic Evaluation and Instruction." The student activities of the diagnostic teaching units in the handbook have been designed to engage students in the six learning and communication processes (exploring, narrating, imagining, empathizing, abstracting, and monitoring) described in the companion handbook. The handbook consists of two diagnostic teaching units: grade 7 science, "Structures and Design" and Science 14, "Household Science: Acids and Bases." Each unit includes a general description of the lessons in the unit followed by more detailed plans for each lesson. The final section of the unit contains supplementary materials created to support the lessons in the unit. (RS)

ED 373 375 CS 508 671

Keaten, James; And Others
Communication Apprehension in Japan: Grade School through Secondary School.
PUB DATE- Jul 94
NOTE- 43p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Communication Apprehension; Communication Research; Comparative Analysis; Cross Cultural Studies; *Elementary School Students; Elementary Secondary Education; *Foreign Countries; *Secondary School Students
IDENTIFIERS- *Japan

A study examined levels of reported communication apprehension in Japanese elementary and secondary school students and to compare them to normative levels of apprehension of American children and adolescents. The Personal Report of Communication Fear (PRCF) was administered to 1,446 students from 6 elementary, junior, and high schools in Japan. Developers of the PRCF reported the instrument to be unidimensional but results indicated that three factors emerged: classroom communication fear, general communication fear, and stranger communication fear. The subscale scores were used in subsequent analyses. Major findings were: (1) communication apprehension levels increased fairly steadily from kindergarten through the senior year in high school, particularly for the classroom communication fear subscale of the PRCF; and (2) there was virtually no difference between Japanese and American students in grades K-12 in the PRCF using the normative means and reflective interview, the organizational cruise, and the site visit. Phase II procedures involved classroom observations and reflective interviews, structured interviews with teachers, student interviews, and use of the Instructional Organization Instrument to provide baseline data about classroom and school operations. Data samples are provided, and data management and analysis procedures are discussed. Finally, the advantages and disadvantages of presenting findings involving lengthy case studies are discussed. Included are tables, 4 appendices containing interview protocols and the Instructional Organization Instrument. Contains 52 references. (MLH)

ED 373 393 EA 025 988

Dwyer David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #1: Emma Winston, Principal of an Inner-City Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 124p.; Prepared under the "Instructional Management Program". For Volume 1, ("Methodology") and the other case studies, see EA 025 987-994.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; *Behavior Patterns; Case Studies; *Communication (Thought Transfer); Disadvantaged Youth; Educational Environment; Elementary Education; Ethnography; *Instructional Leadership; Interpersonal Competence; Leadership Qualities; Lifelong Learning; *Principals; Qualitative Research; Racial Relations; *Urban Schools; Work Environment
IDENTIFIERS- *California (San Francisco Bay Area)

This case study presents findings from a year-long ethnographic study of an innercity elementary school principal. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings to investigate the instructional management role of principals. Although previous research offers disparate viewpoints about the potency of principals as instructional leaders and managers, this series finds that principals can significantly alter their schools' instructional systems and students' social and academic experiences. Using observations of principals' activities and interviews with students and staff, the seemingly chaotic behavior of principals may be construed as purposive. Activities comprise nine categories (goal setting and planning; monitoring; evaluating; communicating; scheduling, allocating resources, and organizing; staffing; modeling; governing; and filling in). The nine purposes or targets behind principals' activities include work structure, staff relations, student relations, safety and order, plant and equipment, community relations, institutional relations, and institutional ethos. Principal Emma Winston's routine behaviors were predominantly acts of communication; a substantial number of her activities also involved monitoring, governing, and scheduling, allocating resources, and organizing. Winston's primary targets were work structure, safety and order, and student relations. Winston struggled to downplay ethnic and racial differences, emphasize students' common core of humanity, and provide students with a well-rounded education. (Contains 64 references.) (MLH)

1993 Phi Delta Kappa/Gallup Education Poll.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Oct 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; *Educational Assessment; Educational Equity (Finance); Educationally Disadvantaged; Elementary Secondary Education; *Local Issues; *Public Opinion; *Public Schools; Role of Education; *School Safety; Standardized Tests; Values; Violence
IDENTIFIERS- *North Carolina

For the past 25 years, the Gallup Organization and Phi Delta Kappa (PDK), a national fraternity of educators, have conducted an annual poll of opinion on education and educational issues in the United States. This report presents findings of the poll, which was adapted for and conducted in North Carolina in 1993. Data were collected through telephone interviews with 803 North Carolina adults. Respondents said that the most troubling problem confronting public schools is school safety. Overall, North Carolina schools received favorable grades for their performance. Other highlights include the following: (1) North Carolinians clearly favor the use of national standardized tests; (2) large majorities believe that public schools should provide extended services for children; (3) solid majorities said they would be willing to pay more taxes to ensure preschool programs for poor children and to improve schools in poorer communities; and (4) 75 percent believed that people in their community could agree on a set of basic values to be taught in the public schools. However, agreement on values collapsed when the topics of sexual orientation and abortion were introduced. Thirty-nine tables are included. (Author/LMI)

ED 373 413 EA 026 022

Worthen, Blaine R.; Zsiray, Stephen W., Jr.
What Twenty Years of Educational Studies Reveal about Year-Round Education.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Mar 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Costs; Educational Research; Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; School Administration; *School Schedules; Student Needs; Teacher Response; Teaching (Occupation); *Year Round Schools
IDENTIFIERS- *North Carolina

Most school practitioners, policymakers, and patrons hold strong opinions on year-round education (YRE). This paper determines which of the various assertions made about YRE are supported by research findings and evaluation studies of YRE. Specifically, the paper summarizes and synthesizes what is currently known about the impact of YRE on important educational outcomes. It explores each of the following considerations: national trends in YRE; North Carolina trends in YRE; definitions of YRE; extended-year schedules (EYS); and alternative YRE schedules. Although research is incomplete and, in some cases, of questionable validity, some patterns have emerged. Prior research generally supports the following statements about the impact of YRE: (1) Students in YRE will maintain or improve their academic achievement, exhibit better attitudes toward

Carr, Carolyn S.
Verbal and Nonverbal Micropolitical Communication of Female School Principals.
PUB DATE- 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Modes; Educational Administration; Elementary Secondary Education; *Females; Interprofessional Relationship; Leadership; *Leadership Styles; *Nonverbal Communication; *Organizational Communication; Politics of Education; *Verbal Communication; *Women Administrators

Verbal and nonverbal communication as an expression of political influence and power plays a major part in constructing and transmitting an androcentric bias in educational administration. This paper describes findings of a study that examined the form, meaning, and function of three female principals' verbal and nonverbal communication behaviors, and analyzes the salience of derived micropolitical strategies in work-related contexts for acquiring or using power. The case study was conducted in a public school district in a large southwestern city. Data were derived from observation of and interviews with three female principals--one from an elementary school, one from a middle school, and one from a high school. Findings indicate that the principals' verbal and nonverbal micropolitical communication behaviors differed from stereotypical "female" or "male" behaviors. The principals' communication styles were characterized by strong interpersonal relationships rather than interpersonal dominance; the use of environmental framing and ceremony as micropolitical strategies to mobilize support; promotion of the welfare of others; involvement with mentors; and use of language that reflects goals of persuasion, collaboration, consensus, and affiliation. Contains 66 references. (LMI)

ED 373 432 EA 026 042

McPherson, R. Bruce; Crowson, Robert L.
The Principal as Mini-Superintendent under Chicago School Reform.
PUB DATE- Aug 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Community Control; *Decentralization; Elementary Secondary Education; Institutional Autonomy; Organizational Change; Participative Decision Making; *Principals; *School Based Management; School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

The Chicago Public Schools have experienced major reforms since the late 1980s. This has resulted in increased power to local school communities and the creation of local school councils (LSCs) that employ its principals. This paper presents findings of a study that examined principals' perceptions of their changing roles under Chicago's school reform, and compares their responses to a 1984 study of Chicago principals (Morris, Crowson, and others). Data were obtained from interviews conducted with a non-random sample of 15 successful principals from a wide range of school and community settings. In

ED 373 450 EA 026 063

Ainscow, Mel; Southworth, Geoff
The Role of Leaders in School Improvement: Working With Rather than Working On.
PUB DATE- 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Organizational Change; Participative Decision Making; Professional Development; *Teacher Influence; *Teacher Role
IDENTIFIERS- *England

Initiatives to bring about school improvement usually involve certain teachers taking on leadership roles. This paper presents findings of a study that examined the experiences of a small group of teacher leaders in schools that have demonstrated successful school improvement. The schools participated in a school-improvement project in England, conducted by a team of tutors at the University of Cambridge Institute of Education. The project, Improving the Quality of Education for All (IQEA), was based on shared decision making and school autonomy to enhance the work of teachers and to improve student outcomes. Data were obtained from interviews with a total of eight teacher leaders from four IQEA schools that demonstrated successful change. Findings illustrate the idea that change is learning--not so much as a metaphor about change, but as a reality for teachers managing change. These teachers were contributing to the development of professional learning environments in their respective schools. The teachers engaged with three closely integrated levels of activity within their schools. First, they strove in diverse ways to change, deepen, and broaden their own and their colleagues' perceptions of their schools. Second, as organizational structures and staff dynamics changed, the schools' cultures changed, leading to a productive blend of collegial challenge and support. Third, the collaborative culture facilitated professional learning. In conclusion, there is a need to develop more specific change strategies to help teachers interpret overall school improvement in terms of their own practices. (LMI)

ED 373 451 EA 026 064

Gmelch, Walter H.; And Others
The Impact of Personal, Professional, and Organizational Characteristics on Administrator Burnout.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Burnout; Coping; Elementary Secondary Education; *Emotional Response; Job Satisfaction; Morale; Multiple Regression Analysis; Principals; Public Schools; *Quality of Working Life; *Stress Variables;

*Government Role; Mainstreaming; Special Education
IDENTIFIERS- *Individuals with Disabilities Education Act

This paper is the first in a three-part series on the fiscal provisions of the Individuals with Disabilities Education Act (IDEA). It provides a brief overview, history, and related background information on the major federal special education funding programs, including basic state grants under Part B of the IDEA (which require participating states to furnish all children with disabilities a free appropriate public education in the least restrictive setting) and state grants under Part H to support early intervention for eligible infants, toddlers, and their families. An analysis of the historical background of the programs provides a record of Congressional intent concerning the numerous fiscal provisions of the Act and the purposes originally set forth in the law. The paper concludes that the provisions of the Act, originally enacted in 1975 as Public Law 94-142, have remained remarkably resilient and are essentially intact as authorized. Additional provisions have been added for infants and toddlers, disability categories have been expanded, and minor revisions have been made to further refine and update the law. (Contains 20 references.) (JDD)

ED 373 470 EC 303 238

Parrish, Thomas B.; Verstegen, Deborah A.
Policy Issues and Alternatives. Fiscal Provisions of the Individuals with Disabilities Education Act. Policy Paper Number 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 79p.; For the historical perspective, see EC 303 237.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Educational Change; *Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Government; Federal Legislation; *Financial Policy; *Government Role; Mainstreaming; Policy Formation; Poverty Areas; Resource Allocation; Special Education; Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Education Act; Public Law 89 313

This paper describes selected policy alternatives for the federal government in considering possible revisions to the funding provisions contained in the Individuals with Disabilities Education Act. Following an introductory section, Section 2 examines demographic and fiscal trends that point to increased pressure on the nation's overall system of funding special education programs and services. Section 3 discusses the federal role in special education financing. Section 4 examines special education reform efforts across the states vis a vis their possible relationship to the need for federal funding reform. Section 5 examines population-based funding as a potential federal policy option. Section 6 presents a possible poverty adjustment to the Part B allocation. Section 7 presents other possible modifications to the Part B funding mechanism. Section 8 describes ways in which the allocation or withholding of Part B funds might be used to directly influence state policies. Section 9 explores the proposal to combine funding under the IDEA and the Chapter 1 Handicapped program (Public Law 89-313). The paper concludes with a discussion of federal special education policy goals, their connection to federal and Literacy in an Information Age" (Senator Paul Simon) and "Federal Policy Briefing Session" (Terry Lierman). Other papers include: "The Young Child at Risk" (Jerome Kagan); "Assessing Young Children: Reconciling Conflicting Needs and Strategies" (Sharon Lynn Kagan); "Young Children at Risk: Language Development and Intervention" (Robbin Parish); "Iowa's Partnership To Help Young Children at Risk" (William L. Lepley); "From Language to Reading and Reading to Language" (Jeanne S. Chall); "Roles of the Speech-Language Pathologist in Disadvantaged Children's Pursuit of Literacy" (Annemarie Sullivan Palincsar); "Motivating the Unmotivated: Meeting the Nation's Literacy Needs into the Twenty-First Century" (S. Jay Samuels); "Education in a Multicultural Society" (Noma LeMoine); "Literacy in America: Cultural Challenges to Progress and Productivity" (Dwight M. Ellis); "Educating Language Minority Children: Politics, Research, and Policy" (James Crawford); "Speech-Language Pathologists and Educators: Time To Strengthen the Partnership" (Fay Boyd Vaughn-Cooke); and "Summary and Recommendations" (Shirley Jones Daniels). (Most papers contains references.) (JDD)

ED 373 489   EC 303 258

Snow, James B., Jr.
Research Priorities of the National Institute on Deafness and Other Communication Disorders.
PUB DATE- May 92
NOTE- 5p.; In: Cherow, Evelyn, Ed. Proceedings of the ASHA Audiology Superconference. ASHA Reports Number 21, p5-8, May 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiology; Awards; *Communication Disorders; *Deafness; *Federal Aid; Government Role; Grants; Research Needs; *Research Projects; Resource Allocation; Workshops
IDENTIFIERS- *National Institute Deafness Other Commun Disorders

This paper summarizes research efforts of the National Institute on Deafness and Other Communication Disorders (NIDCD) and identifies research priorities. The NIDCD is responsible for research and research training related to both normal and disordered hearing, balance, smell, taste, voice, speech, and language. The paper notes that 59 percent of the Institute's current portfolio is research in the area of hearing, 7 percent in voice, 8 percent in speech, and 9 percent in language. Also noted is the Institute's establishment of National Multipurpose Research and Training Centers, the Institute's increasing efforts to improve data on the incidence and prevalence of communication disorders, and the Institute's special emphasis on minority-related research and minority scientists. Specific priority areas addressed or planned for fiscal years 1990, 1991, and 1992 are listed under the following categories: (1) requests for applications, (2) requests for proposals, (3) program announcements, and (4) workshops and conferences. Mechanisms for awarding research grants are outlined. (DB)

ED 373 490   EC 303 259

Zwislocki, Jozef J.
Cochlear Processes: A Research Report.
PUB DATE- May 92
NOTE- 10p.; In: Cherow, Evelyn, Ed. Proceedings of the ASHA Audiology Superconference. ASHA Reports Number 21, p9-17, May

Disabilities). Also included are suggested resources, including a bibliography for parents of academically talented students, contacts for additional resources, a list of magazines and journals for parents and students, a list of suggested readings for students, and a parent's guide to educational software for young children. Two appendices provide additional sources of information about and guidelines for evaluating computer software. Some individual articles also contain references. (DB)

ED 373 509   EC 303 278

Ability Grouping and Cooperative Learning.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Ability Grouping; *Cooperative Learning; Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); Homogeneous Grouping; Student Development; Student Placement
IDENTIFIERS- Johns Hopkins University Center Talented Youth MD

This collection of articles is intended to demonstrate that there is solid research to justify both ability grouping and cooperative learning with gifted students and that each approach should be used judiciously to address particular student needs. Introductory material describes the philosophy and program policy of the Center for Talented Youth at Johns Hopkins University (Maryland). The following articles are included: "The Relationship of Grouping Practices to the Education of the Gifted and Talented Learner: Research-Based Decision Making" (Karen B. Rogers); "Cooperative Learning and the Academically Talented Student" (Ann Robinson); "An Analysis of the Research on Ability Grouping: Historical and Contemporary Perspectives" (James A. Kulik); "Talent Derailed: The Education Establishment's Assault on Ability Grouping" (William G. Durden and Carol J. Mills) "Cooperative Learning and Ability Grouping: An Issue of Choice" (Carol J. Mills and William G. Durden); "Finding the Optimal Match: Another Look at Ability Grouping and Cooperative Learning" (Carol J. Mills and Arne E. Tangherlini); "Point-Counterpoint: Ability Grouping, Cooperative Learning and the Gifted" (Robert E. Slavin); "Cooperation or Exploitation? The Argument Against Cooperative Learning for Talented Students" (Ann Robinson); "Response to Robinson: Cooperative Learning and the Gifted" (Robert E. Slaving); "Response to Slavin Cooperation, Consistency, and Challenge for Academically Talented Youth" (Ann Robinson); "Ability Grouping and Gifted Students" (James A. Kulik and Chen-Lin C. Kulik) "Ability Grouping Research Reviews: What Do They Say about Grouping and the Gifted?" (Susan Demirsky Allan); "Susan Allan Sets the Record Straight: Response to Allan" (John F. Feldhusen); "Findings on Grouping Are Often Distorted: Response to Allan" (James A. Kulik); "Common Misconceptions about Cooperative Learning and Gifted Students: Response to Allan" (Bruch R. Joyce); "Implications of Research for Parents and Educators: An Update on Ability Grouping and Its Importance for Gifted Learners" (Barbara Clark); "Academic Programming for the Gifted" (Robert E. Slavin); and "Synthesis of Research on Gifted Youth" (John F. Feldhusen). Papers contain references. (DB)

ED 373 510   EC 303 279

Beigel, Andrew R.

PUB DATE- Jan 94
NOTE- 27p.; A product of the Parent Information Network.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; *Consciousness Raising; *Disabilities; Elementary Secondary Education; Perspective Taking; *Program Development; Volunteers
IDENTIFIERS- Arizona; Attitudes toward Disabled; *Disability Awareness

This resource guide is intended to help in the development of disability awareness programs by school personnel or parent groups in Arizona. A step-by-step format is recommended, including first selecting the type of disability awareness program to be developed. This involves setting up meetings with the special education administrator, determining time lines, and determining who will be involved in the program. Program development suggestions include considering potential committees, planning processes, identifying an appropriate place for presentations, considering funding sources available in the community, and promoting the program. Suggestions for using volunteers include inviting a wide variety of potential volunteers to participate, considering assignments for volunteers, contacting volunteers frequently, and recognizing volunteers for their contributions. Additional suggestions address setting the stage for presentations and following up the program with related activities. Much of the document consists of a program directory which provides basic information (name, contact information, focus, availability, and target audience) for 26 disability awareness programs, mostly based in Arizona. Forms for reporting Disability Awareness Programs and a Disability Awareness Program (DAP) Evaluation are included. (DB)

ED 373 530 EC 303 451

Rockne, Jill; Weiss-Castro, Robin
The National Agenda for Achieving Better Results for Children and Youth with Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Advocacy; Agency Cooperation; Change Strategies; Compliance (Legal); Cultural Pluralism; *Disabilities; Educational Assessment; *Educational Change; Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Legislation; Government Role; Information Dissemination; Needs Assessment; Objectives; *Outcomes of Education; Professional Development; Program Evaluation; Regular and Special Education Relationship; Relationship; Research Needs; School Districts; *Special Education
IDENTIFIERS- Goals 2000; *Individuals with Disabilities Education Act; National Education Goals 1990

This report presents the National Agenda for Achieving Better Results for Children and Youth with Disabilities as developed by a forum of representatives from major disability advocacy groups, direct service providers, families, related services

Johnstone, Tamara S., Comp.
State-Wide Collaborative Efforts for Teaching Foreign Languages.
PUB DATE- Jan 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; FLES; Higher Education; *International Educational Exchange; National Surveys; *Partnerships in Education; *Program Descriptions; Second Language Instruction; Second Language Learning; *Second Language Programs; *State Programs; State Supervisors

This report summarizes the results of a survey undertaken by the Joint National Committee for Languages to determine the existence of collaborative efforts in foreign language study and international education that might serve as representative models for other states. Of the 40 states that responded to the survey, 26 reported having academic and cultural alliances, 14 reported using school partnerships, while 12 had developed state advisory boards, commissions, or task forces to promote collaboration in foreign language study and international education. The bulk of the report consists of individual state entries, which list the programs undertaken by each state, provide a short description of the program goals and operation, and cite the name, address, and telephone number of the program contact person. A list of 19 relevant publications and a list of state foreign language supervisors are included. (MDM)

ED 373 549 FL 022 315

Hoppe, Christine
International Cooperative Games.
PUB DATE- Mar 94
NOTE- 4p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Cultural Awareness; Foreign Countries; *Games; Information Sources; *Interpersonal Communication; Second Language Instruction; *Second Languages
IDENTIFIERS- Of Play and Playfulness

The book "Of Play and Playfulness" (Eastern Cooperative Recreation School, 1990) is recommended as a source of ideas for second language learning games. It describes folk dances, ideas for crafts, puppetry, games, and a variety of other activities from many countries. Several games from the book, easy to teach in a foreign language or English-as-a-Second-Language class, are explained here. The first is a listening activity, originating in the United States, designed to practice one grammatical structure or a mixture of structures. In the second, an active Brazilian children's game, students hit a balloon to each other while counting or reciting the alphabet. In the third, an Argentinean mime game similar to the American "paper, stone, scissors," two teams mime a man, a tiger, or a gun. The fourth is an alphabet race in which teams compete to find the letters to spell a word. The last game is a

IDENTIFIERS- Natural Language

A collection of essays on the comprehension of text brings together perspectives of different disciplines on discourse. Articles include: "Naturalistic Texts and Naturalistic Tasks" (Herre van Oostendorp, Rolf A. Zwaan); "Psychological Studies of Naturalistic Text" (Arthur C. Graesser, Joseph P. Magliano, Karl Haberlandt); "Text Processing in Terms of Semantic Cohesion Monitoring" (van Oostendorp); "Spatial Models Created from Text" (Daniel Morrow); "Individual Differences in Situation-Based Inferencing During Narrative Text Comprehension" (Dieter Haenggi, Morton Ann Gernsbacher, Caroline M. Bolliger); "Spatial Information and Naturalistic Story Comprehension" (Zwaan, van Oostendorp); "Rereading Scientific Texts: Changes in Resource Allocation" (Keith Millis, Seymore Simon); "The Perspective-Inducing Function of Text Illustrations" (Joan Peeck); "The Use of Generalized Knowledge Structures in Processing Television News Items" (Mark R. Seely, Debra L. Long); "Story Processing as an Emotional Episode" (Ed S. Tan); "Discourse Expectation and Perceived Coherence" (Richard M. Roberts, Roger J. Kreuz, D. Kristen Gilbert, Elizabeth A. Bainbridge); "Typicality Effects in Narrative Production, Comprehension, and Recall" (Harriet Salatas Waters, Yuh-shiow Lee); "Cognitive Processes in the Comprehension of Literary Texts" (Paul van den Broek, Lisa Rohleder, Darcia Narvaez); and "Literary Narrative and Mental Representation of How Readers Deal with 'A Rose for Emily'" (Elsa Andringa, Sara Davis). (MSE)

ED 373 571 FL 022 408

Ager, Dennis, Ed.; And Others
Language Education for Intercultural Communication. Multilingual Matters 96.
PUB DATE- 93
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Cultural Differences; Educational Demand; Educational Policy; Educational Supply; Ethnic Groups; Foreign Countries; Futures (of Society); *Intercultural Communication; Language Attitudes; *Language Role; *Multilingualism; Political Influences; Public Policy; Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- Belgium; Bulgaria; England; Finland; France; Germany; Hungary; Netherlands; Russia; Serbia; Slovenia; Ukraine; USSR; Wales; Yugoslavia

Essays address the relationship between second language education and intercultural communication in several countries. Following an introduction are the following papers: "Second Language Learning in Belgium" (Ludo Beheydt); "Foreign Language Education in Bulgaria: Present-Day Situation and Future Tendencies" (Madeleine Danova, L. Krusteva-Bossakova, Ognian Stoitsov); "Portrait of a Nation as a Language Learner" (I. Vitanova, J. Kristeva, Madeleine Danova, M. Ruski); "Language Learning in England and Wales: Policies and Attitudes in Flux" (Sue Wright); "Second National Language Learning in Finland" (Eero Laine); "Identity, Community and Language Policies in Contemporary France" (Dennis Ager); "Multilingualism in the German School" (Ingrid Gogolin); "The Language Situation in Hungary, 1990-1991" (Szofia Radnai); "Languages in the Netherlands: A Study of Supply and Demand" (Maria Oud-de-Glas, Erna van Hest, Fons Peels, Rob Diephuis, Theo van Els); "From USSR to CIS and Beyond: Visceral Politics vis-a-vis Ethnodelivery strategies. Important considerations concerning patients' rights, standards of care, use of language, the role of family and friends, ethnic communities and use of volunteers, staffing policies, and staff training are outlined. Staff training is dealt with specifically in Section 2.4.7 (pages 14-15) and section 7.6.1 (pages 67-68). Some recommendations are made for the general community and others are directed to the public service departments concerned, geriatric assessment teams, and mainstream nursing homes in South Australia. Appended materials include a bibliography, the survey questionnaires, statistical tables, verbal comments of respondents, and policy statements of residents' rights and responsibilities and of standards for nursing home care. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 591 FL 800 779

Benware, Michael
Bridging the Gap: A Transitional Program from ESL to ABE. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Cultural Differences; *English (Second Language); *Immigrants; Individual Differences; Language Role; *Limited English Speaking; *Literacy Education; Program Descriptions; Second Language Programs; Skill Development; Student Needs; Thinking Skills; Transitional Programs

An adult education program designed to help limited-English-proficient students through the transition from basic English-as-a-Second-Language (ESL) instruction to more comprehensive adult basic education (ABE) is described. This transition is often difficult because of a mix of student needs, literacy backgrounds, and language proficiency levels and because the step from basic ESL grammar to higher-level language use and comprehension can be difficult. In addition, instructional materials for ESL and ABE have very different emphases. The program described here used a curriculum that promotes holistic use of English, emphasizes higher-order thinking skills, encourages students to move from a passive to an active learning role, emphasizes the reading/writing/speaking connection, uses a whole language approach, and provides cultural information as a basis for future work. A pilot class of 12 tested the curriculum. Student response to the curriculum was positive, and achievement gains were significant. It is concluded that the kind of curriculum designed for the program is effective in supporting the transition from ESL to ABE. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 592 FL 800 782

Earl-Castillo, Lisa
The Effects of Education in L1 and Other Factors on the Development of Oral Proficiency in L2 among Adults.
PUB DATE- Jun 90
NOTE- 20p.; Several figures may not reproduce well.
LANGUAGE- English

PUB DATE- Mar 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Certification; *Educational Certificates; Foreign Countries; *Job Skills; *Occupational Information; Postsecondary Education; *Technical Education; Technical Institutes
IDENTIFIERS- *Singapore

This handbook is designed to meet the need of employers for a comprehensive reference on the types of skills certified by the Institute of Technical Education (ITE), Singapore. It includes all qualifications issued by the ITE and its predecessors: the Diploma in Applied Arts, Industrial Technician Certificate, Certificate in Business Studies, Certificate in Office Skills, Certificate in Retailing, Certificate in Travel Services, National Technical Certificate, and Certificate of Competency. Part I on the ITE certification system describes ITE, policy on skills testing and certification, objectives of the certification system, role of ITE, certificate systems adopted by ITE, skills standards, training and certification, tests, eligibility, award of certificate, certificate of merit, and recognition of ITE qualifications. Part II lists current certification titles. Part III lists certification titles already phased out. Besides the titles of qualifications, Parts II and III provide brief descriptions of the nature of work the holders are capable of performing and the likely job titles with which they may be associated. Appendix A shows the equivalence of certificates given out by the former Technical Education Department of the Ministry of Education, Industrial Training Board, and Adult Education Board. Appendix B provides certification titles that have been changed and those that have been phased out. Appendix C is a chart showing the National Technical Certificate and Certificate of Competency systems. (YLB)

ED 373 151 CE 066 921

Project PALS (Parenting and Literacy Skills). Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 1 Mar 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; At Risk Persons; English (Second Language); High School Equivalency Programs; *Literacy Education; *Parent Child Relationship; *Parent Education; Parent Participation; Preschool Children; Preschool Education; Program Development; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Family Literacy

Project PALS (Parenting and Literacy Skills) was designed as a model of holistic comprehensive family literacy for those families connected with a Head Start program. Forty-three of an anticipated 75 families were served. Adult students who were referred by Head Start personnel participated in classes in English as a Second Language, Adult Basic Education, and General Educational Development (GED) at two sites. Literacy Volunteers of America and VISTA volunteers were assigned to work with PALS. Parent education sessions were conducted in both English and Spanish. Home visits allowed for

Both prisons agreed to continue the program. (The seven-page report is followed by four copies of "The Context," the newspaper of the Adams County Prison, and two copies of "Doin Time," the newspaper of the Franklin County Prison.) (YLB)

ED 373 170 CE 066 973

Morrow, Daniel Hibbs; And Others
Effectiveness of Group Instruction in Adult Literacy Acquisition. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jul 93
NOTE- 27p.; For a related document, see ED 342 903.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Learning; Adult Literacy; Educational Research; *Individual Instruction; *Instructional Effectiveness; *Literacy Education; *Reading Improvement; *Small Group Instruction; Teaching Methods
IDENTIFIERS- 353 Project

A study replicated portions of the Greater Pittsburgh Literacy Council's pilot study that addressed the effectiveness of small group instruction. The study contrasted reading proficiency gain and personal goals accomplishment across two instructional modes: small group and traditional one-to-one instruction. Three group instruction sites were selected from among the council's 12 administrative "neighborhood" Allegheny County areas. Twenty students enrolled in the three classes; 9 continued until the project's close. A comparison group of 11 students receiving one-to-one instruction was drawn from the same administrative sites and two others serving suburban neighborhoods. The Adult Basic Learning Examination and the Slosson Oral Reading Test were administered to assess reading proficiency gain. Information about personal gains accomplishment was collected from the Annual Pennsylvania Department of Education Adult Literacy Program Student Data Forms and standard council intake interview and follow-up forms. Findings indicated that reading proficiency gain did not differ significantly across instructional modes. Students receiving one-to-one instruction reported achieving a greater proportion of their identified personal goals. Reading proficiency gain correlated negatively with years of formal schooling and positively with age of students. (YLB)

ED 373 171 CE 066 974

Exploring the Wonders of Books: A Family Literacy Program for Challenged Adults. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Books; *Childrens Literature; Fairy Tales; Learning Activities; *Learning Disabilities; Lesson Plans; *Literacy Education; *Mild Disabilities; *Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; Program

language test for children, and Gesell for children; instruments with answers; and attendance records.) (YLB)

ED 373 188 CE 067 011

Starting from Scratch: Assessment and Instruction for Literacy Programs in Correctional Settings.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 111p.; For a related final report, see CE 067 012. Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; *Correctional Education; *Evaluation Methods; *Literacy Education; Program Implementation; *Reading Instruction; Secondary Education; Student Evaluation; *Teaching Methods

This handbook on literacy assessment and instructional methods presents the basic instructional techniques that work best in a correctional setting and the ways to implement these methods successfully in adult and juvenile offender classes. A chapter on "Motivation" (Marie Leekely) is followed by a chapter on "Student Assessment" (Stephen Steurer) that includes sample assessment instruments. "Reading Instruction" (Geoff Lucas) discusses the following methods: sight word instruction, word attack skills instruction, language experience approaches (including the directed listening language experience approach), the Fernald method, and duet and silent reading techniques. Numerous useful examples of each technique are presented. An appendix provides the following additional information: goals checklist; adaptive instructional strategies; tips to improve comprehension; Barsch Learning Style Inventory; approximate reader levels based on the Dolsch Sight Word Recall Test; strategies for helping students who cannot hear sound differences, remember sight words, organize their writing, or remember math facts; tips for recognizing and dealing with learning disabilities and reading disabilities; Johns Hopkins University Academy Basic Tutoring Techniques; and a list of sources for 24 effective tutoring training programs (audio, video, and print). (YLB)

ED 373 189 CE 067 012

Outreach Training Center Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 8 Mar 94
NOTE- 95p.; For a related handbook, see CE 067 011.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Basic Education; Classroom Techniques; *Correctional Education; *Evaluation Methods; Federal Government; Government School Relationship; *Literacy Education; Outreach Programs; Program Implementation; Reading Instruction; Secondary Education; *Staff Development; Student Evaluation; *Teaching Methods

The Correctional Education Association established the Outreach Training Center for Mandatory and Literacy Education. Its purpose was to collect and disseminate information on literacy

Guides
IDENTIFIERS- Marketing Mix; *Pricing; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on pricing strategy in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: pricing as a marketing function, costs that affect pricing, competition's role in the marketplace, ways competition and consumer demand affect prices, supply and demand, effects of product image on price. (MN)

ED 373 206 CE 067 040

Financing the Business. Unit 11. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-11.
PUB DATE- 94
NOTE- 29p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; *Credit (Finance); *Entrepreneurship; Financial Needs; Learning Activities; Loan Default; Money Management; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Business Finance; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business financing in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Business Skills; *Competency Based Education; *Entrepreneurship; Learning Activities; Postsecondary Education; Secondary Education; *Small Businesses; Teaching Guides; *Technical Assistance
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on help for entrepreneurs in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: how entrepreneurs can use technical assistance, areas where assistance may be needed, sources of technical assistance, and use of networks. (KC)

ED 373 223   CE 067 057

Types of Ownership. Unit 7. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-07.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; *Competency Based Education; Corporations; *Entrepreneurship; Learning Activities; *Ownership; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on types of ownership in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; *Economic Climate; *Entrepreneurship; Free Enterprise System; International Trade; Learning Activities; *Ownership; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on the nature of small business in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the free enterprise system; customer-driven economies; determination of a local community's business environment (market, suppliers, competitors, growth trends, infrastructure, and government regulations); use of government Standard Industrial Classification codes in business; advantages and risks of business ownership; and opportunities for entering international markets. (MN)

ED 373 240 CE 067 074

Business Opportunities. Unit 3. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-3.
PUB DATE- 94
NOTE- 21p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Decision Making; Economic Change; Economic Climate; *Economic Opportunities; Emerging Occupations; Employment Opportunities; *Entrepreneurship; Futures (of Society); Learning Activities; Postsecondary Education; Research Methodology; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides; Trend Analysis
IDENTIFIERS- *Market Research; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business opportunities in the PACE (Program for Acquiring Competence in Entrepreneurship) legal rights of credit grantors, managing credit and collection, and credit promotion plan. (KC)

ED 373 257 CE 067 091

Risk Management. Unit 20. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-20.
PUB DATE- 94
NOTE- 21p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; *Insurance; Learning Activities; Postsecondary Education; Risk; *Risk Management; Secondary Education; *Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on risk management in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: minimizing losses due to risks, policies to minimize losses, insurance needs, and costs of risk management options. (KC)

ED 373 258 CE 067 092

Operations. Unit 21. Level 3. Instructor Guide. PACE. Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-21.
PUB DATE- 94
NOTE- 35p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education;

distribution. Also included are K-12 enrollment categories showing the grade distribution of dropouts broken down by student population. A profile is provided of the percentage of total state enrollment versus the percentage of total dropouts with a focus on the grade distribution of dropouts by ethnicity and by merged area. The reader may also view county by county dropout statistics as well as a 23 year composite, 1970-1992, for the state by grades. The categories in the graduate follow-ups for 1991-1992 are broken down by the type of institution/program the graduate now attends, the type of employment, and other miscellaneous activities. These data are also structured by student populations and merged areas. The report concludes with a composite of graduates' primary status for the past 23 years. (RJM)

ED 373 275   CG 025 533

Gayer, Harvey; And Others
The ABC's of Persistence: Suggestions for Teachers To Improve Students' Effort on Academic Tasks.
PUB DATE- 94
NOTE- 11p.; Paper presented at the Annual Convention of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Attention; Children; Educational Psychology; Elementary Secondary Education; Performance; *Persistence; Psychologists; Student Behavior; Teachers; Time Factors (Learning); *Time on Task
IDENTIFIERS- Attention Theory

Researchers have recently attempted to identify the characteristic behaviors of effective problem solvers. To assist those psychologists who work with teachers to improve student levels of persistence on academic tasks, this paper reviews the current literature on persistence. Persistence, or the amount of effort and time a student is willing to devote to a task, has long been considered an important component of ability and achievement because it can demonstrate the individual's commitment to an assignment. Considering that student success can hinge upon an understanding of the student's motivation to meet, challenge, and deal with failure, it would seem that school psychologists need to consider persistence as a component not only of test behavior but also as one upon which further educational recommendations might be based. Practical suggestions are offered to practitioners for enhancing persistence which can then be shared with teachers. The suggestions are divided into four variables: (1) skill-related variables; (2) personality variables; (3) adult-related variables; and (4) perception variables. Different criteria such as achievement, self-efficacy beliefs, motivation, locus of control, reflective feedback, type of goal setting, interpretation of past performance, and presentation of task are highlighted as ways to motivate students. (RJM)

ED 373 276   CG 025 534

Hirsch, Jameson; Ellis, Jon B.
Family Support and Other Social Factors Precipitating Suicidal Ideation.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Convention of the

NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Health; Children; Elementary Education; *Elementary School Students; Elementary School Teachers; *Health Education; *Peer Influence; *Peer Teaching; Preadolescents; *Puppetry; Team Training; Training Methods

This manual includes all necessary information for implementing the Champs program, which trains older elementary school students or middle/high school students to operate puppets to deliver an HIV/AIDS message to kindergarten through sixth graders. Relying on a peer approach, the Program provides scripted, prerecorded lessons intended to reach younger elementary youth with age-appropriate messages about HIV/AIDS. A basic premise is that the health message will have maximum impact if it comes from a student's peers or from respected older students. The material is divided into sections, the first two of which describe the Program and the Kit (puppets, videotape, and audio tapes) including instructions for constructing the puppet stage. Following sections are: The Need for HIV/AIDS prevention education, with suggestions on how to teach the material in the primary grades; The Method, including peer led activities and grade-specific puppet scripts and supplemental materials; The Puppets, covering puppeteering technique, tips for developing a good show, and advanced manipulation skills; The Facts, involving in-service materials for staff and parents, materials for overhead projection, lesson plan, general facts and information about HIV/AIDS; and The Results, including Program evaluation materials. (MSF)

ED 373 296 CG 025 626

Roeder, Phillip W.
Assessment of Family Resource and Youth Services Centers: A First Year Report to the Prichard Committee.
PUB DATE- Jul 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; *Child Health; Day Care Centers; *Educational Change; Elementary Secondary Education; Family Counseling; *Family Programs; Health Education; Health Services; Mental Health; Performance Factors; Program Evaluation; School Age Day Care; *Social Services; *Youth Programs
IDENTIFIERS- *Kentucky Education Reform Act 1990

Based on interviews with those involved in the adoption and implementation of the Kentucky Education Reform Act (KERA) and its Youth Service Centers, as well as on analysis of program data gathered by state and local agencies, this first year assessment is intended to highlight successes in the early stages of implementation, raise appropriate questions concerning possible inhibiting factors, and discuss what lessons have been learned and what adjustments, if any, need to be made in KERA legislation or its administration at the state or local level as the program furthers the physical and emotional health and economic needs of children and families.

collection, and comparison. Reading comprehension and writing performance were measured six times during the 6-week period. Results indicated: (1) significant effects for treatment, time of measurement and reading ability, and significant interaction effects for time by grade; (2) the most effective strategy was use of graphic organizers; (3) attribution and comparison tests were significantly higher than collection tests; and (4) fifth graders achieved the highest scores on most reading comprehension measures. Results of writing performance measures indicated main effects for time of measurement and treatment; students wrote significantly better after attribution and comparison formats than after the collection pattern; mental modeling outperformed the control group on the attribution and the immediate writing samples, while both mental modeling and graphic organizer conditions outperformed the control group on the delayed writing sample. Results also indicated that attribution and comparison formats were the most salient with upper elementary students after instruction, while student interview responses demonstrated positive attitudes and higher content knowledge among students in the experimental groups. (Contains 59 references; includes 10 tables and 2 figures of data. A mental modeling attribution example, a comparison example, and an example of the read and answer group's task are attached.) (RS)

ED 373 316   CS 011 815

Armstrong, James, Ed.; And Others
Portals, A Journal of the Idaho Council of the International Reading Association, 1993-94.
PUB DATE- 94
NOTE- 76p.; Published semiannually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Education; Integrated Activities; Interviews; Journal Writing; Play; *Reading Instruction; Science Education; Teacher Role; *Writing Instruction
IDENTIFIERS- Caldecott Award; *Educational Issues; *Idaho; Newbery Award

This first volume of "Portals: A Journal of the Idaho Council International Reading Association" presents those interested in literacy development with a new forum for discussion of ideas, trends, and issues related to literacy teaching and learning. Articles in the first issue are: "Caleb's Journal" (Ann Desaulniers); "Literature That Stirs the Dust and Stirs the Soul" (Stan Steiner and Pat Ware); "A Reading and Writing Approach to Science" (Nancy DeLacy); and "Don Holdaway Interview" (Tim Morrison). Articles in the second issue are: "Reading: Unplugged" (Phillip N. Venditti); "The Caldecott and Newbery Award Winners: An Interview with Walter Lorraine" (Norma Sadler); "Integrating Literacy and Thought through Play: The Teacher's Role" (Sally Pena and others); and "Unexpected Success" (Penny Roundtree). The volume also includes news related to the Idaho Council International Reading Association. (RS)

ED 373 317   CS 011 816

Reading Recovery in California 1991-93. Annual Report.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

of works on folklore, the folktale, and performance; an issue of the project's newsletter; a 21-item list of selected readings on family; and a 15-item list of selected readings on fairy and folk tales are attached.) (RS)

ED 373 336 CS 214 459

Friedman, Sharon M.
Explanations, Education, and Electromagnetic Fields.
PUB DATE- 12 Jul 94
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Environmental Education; Higher Education; Journalism Education; Mass Media Role; Media Research; *News Reporting; *Scientific and Technical Information
IDENTIFIERS- *Electromagnetic Field; Media Coverage; *Science Writing

Explaining complex scientific and environmental subjects in the mass media is difficult to do, particularly under such constraints as short deadlines and lack of space or time. When a scientific controversy and human health risk are involved, this becomes an even harder task to accomplish. The subject of electromagnetic fields (EMF) involves complex scientific concepts, disagreement among experts, and potential human health risks, particularly for children. Unfortunately, much of the heavy media coverage in the United States about EMF during 1993 was sensational, contributing to public fears over the issue. Such fears, however, are not as yet supported by scientific evidence. Three science writers did provide in-depth explanations of the problems with the science of EMF and the Swedish studies that apparently indicated an association between EMF and childhood leukemia. More in-depth explanation is needed in the United States media and elsewhere. Those who teach science writing and other forms of journalism must make sure that they do not lose the forest for the trees--that in teaching students how to explain the small things, they neglect to teach them how to explain the big ones. (Contains 29 notes and 1 table of data). (RS)

ED 373 337 CS 214 460

Galda, Lee; And Others
Language, Literacy and the Child.
PUB DATE- 93
NOTE- 497p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Childrens Literature; *Class Activities; Classroom Communication; Elementary Education; Language Acquisition; *Language Arts; *Learning Processes; *Literacy; Preservice Teacher Education; Student Development; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Response to Literature; Writing Development

This book is about teaching and learning the English language and about using children's literature to support that teaching and indicate that students generally prefer tutors of their own gender. Male students prefer the directiveness, assertiveness and analytical style of male tutors; females students prefer the sociability, solicitude and self-expressive tendencies of female tutors. Findings suggest: (1) that writing centers should make sure that both male and female tutors are available; and (2) that perhaps all tutors should be trained to be more "balanced" between male and female traits. Case studies of student opinions about their tutors illustrate the findings. Further research about how tutors react to the above findings, about nonverbal behaviors between males and females, about how the gender relationship between student and tutor might affect the paper grade seems promising. (TB)

ED 373 356   CS 214 486

Ediger, Marlow
Grammar Revisited in the Language Arts.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *English; *Grammar; Language Arts; Language Usage; *Sentence Structure; Teaching Methods; Writing Skills

Grammar can have meaning and be of use to the learner depending upon the methods of instruction that are being used. The eight traditional parts of speech (noun, verb, adjective, adverbs, prepositional phrase, conjunction, pronouns, and interjection) can be made useful for learners by giving concrete, semi-concrete, and abstract examples when pupils engage in composing ideas to be presented to others. Looking for agreement of subject and predicate in writing is a useful task. Pupils also need to understand sentence patterns, five of which comprise most sentences in the English language. Each of these types of sentences can be dramatized to provide meaning. Pupils also need to learn the four basic ways of enlarging or expanding sentences: using modifiers, using appositives, subordinating one sentence to another; and compounding sentences. Pupils need to know the reasons why a language operates. Thought must go into knowing how a language operates, and further thought must go into implementing what is known about a language. (RS)

ED 373 357   CS 214 488

Foster, Cass
Shakespeare for Children: The Story of "Romeo and Juliet."
PUB DATE- 89
NOTE- 118p.; For related books, see CS 214 466 and CS 214 489.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Discussion (Teaching Technique); *Drama; Early Childhood Education; *Reading Aloud to Others; Reading Materials; Young Children
IDENTIFIERS- *Drama in Education; *Romeo and Juliet

Written for adults who wish to read to children and children able to read on their own, this book presents an edited version of established by the developers of the PRCF. (Contains 37 references and 5 tables of data.) (Author/RS)

ED 373 376 CS 508 675

Aitken, Joan E.
Assessment in Specific Programs: Employment, Program, and Course Student Portfolios in Communication Studies.
PUB DATE- 6 Aug 94
NOTE- 19p.; Paper presented at the Speech Communication Summer Conference (Alexandria, VA, August 6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Educational Assessment; Higher Education; Portfolio Assessment; *Portfolios (Background Materials); *Program Effectiveness; Program Evaluation; Student Development
IDENTIFIERS- Alternative Assessment; Educational Issues; *University of Missouri Kansas City

Although portfolio evaluation is the key issue with which the Department of Communication Studies at the University of Missouri, Kansas City, currently struggles, the department has yet to develop a reliable quantitative method of assessing the portfolios. The department found itself ill-prepared to have the state immediately thrust it into new forms of assessment. The department's organizational communication course requires students to complete an employment portfolio project that emphasizes preparation of a professional portfolio. Students also have a professional in the field evaluate their portfolio. To aid in program evaluation, the department has students prepare program portfolios consisting of a minimum of three examples of their written work at various stages of the program, including the time of graduation. The department seeks evidence of student competence in such program objectives as writing skills, critical thinking skills, interpersonal communication, leadership skills, reading skills, research skills, cultural appreciation, knowledge of the field, and ethics. A few students are asked to provide a portfolio of all the work they do for all their courses during one semester. The department is developing a Cassette Disk Read Only Memory (CD ROM) computer mediated assessment for use in the Fall of 1995. Portfolios may not be the only answer to assessment, but they can be an excellent answer. (Contains 32 references. Appendixes present a petition to waive graduation requirement of a nationally normed test, and instructions and evaluation forms for the intercultural communication course portfolio assignment and the student program portfolio.) (RS)

ED 373 377 CS 508 679

Aidman, Amy
Television as Activity System: A Vygotskian Analysis of Preschoolers' Enculturation and "Mr. Rogers' Neighborhood."
PUB DATE- Jul 94
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; *Childrens Television; *Cultural

ED 373 394 EA 025 989

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #2: Frances Hedges, Principal of an Urban Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 126p.; Prepared under the "Instructional Management Program". For Volume 1 ("Methodology") and the other case studies, see EA 025 987-994.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Behavior Patterns; Case Studies; Communication (Thought Transfer); *Educational Environment; Elementary Education; Ethnography; *Instructional Leadership; Leadership Styles; *Principals; Qualitative Research; Urban Schools; Work Environment
IDENTIFIERS- *California (San Francisco Bay Area); Management Styles; *School Culture

This case study presents findings from a year-long ethnographic study of a principal of an elementary school in a stable, urban environment. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings to investigate the instructional management role of principals. Although previous research is inconclusive, this series finds that principals can significantly alter their schools' instructional systems and students' social and academic experiences. Using observations of principals' activities and interviews with students and staff, the seemingly chaotic behavior of principals may be construed as purposive. Activities compose nine categories (goal setting and planning; monitoring; evaluating; communicating; scheduling, allocating resources, and organizing; staffing; modeling; governing; and filling in). The purposes or targets behind these actions include work structure, staff relations, student relations, safety and order, plant and equipment, community relations, institutional relations, and institutional ethos. Principal Frances Hedges exemplifies how principals can influence instruction through school culture. Most of her routine activities involved communication; governing; monitoring; scheduling, allocating resources, and organizing; and goal-setting and planning. Hedge's primary target was work structures. Hedge's child-centered approach to education, stressing the importance of a caring, nurturing environment, shaped the structure of the school program and her management style. (Contains 64 references.) (MLH)

ED 373 395 EA 025 990

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #3: Ray Murdock, Principal of a Rural Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 114p.; Prepared under the "Instructional Management Program". For Volume 1 ("Methodology") and the other case studies, see EA 025 987-994.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

school, improve their overall attendance, and drop out of school less often; (2) teachers will have somewhat better attitudes toward school, exhibit less absenteeism, feel more professional, and report greater stress while in session (but less burnout across the year); (3) a strong majority of parents will favor a well-implemented YRE program and a minority of parents will resist any YRE program; (4) vandalism and burglary of school property is likely to decrease slightly; (5) overall, single-track YRE programs cost the same or more than traditional programs; and (6) multitrack YRE programs can result in significant cost savings. Seven tables are included. Appendices contain three figures that illustrate various YRE schedules. (LMI)

ED 373 414 EA 026 023

Murphy, Joseph
Principles of School-Based Management.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Feb 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Governance; Local Government; Organizational Change; *Participative Decision Making; *School Based Management; *School District Autonomy
IDENTIFIERS- *North Carolina

School-based management (SBM) is a strategy to decentralize decision-making authority to the individual school site. This document describes the principles of SBM, of which devolution of authority is the fundamental concept. Local control and shared decision-making are manifested in five educational operations: goals, budget, personnel, curriculum and instruction, and organizational structures. This report describes changes in the roles of state policymakers, district administrators, principals, and teachers. The five conditions necessary to facilitate SBM include readiness, time, professional development, adequate material resources, and support. In addition, support from all educational stakeholders, from good working structures and from public legitimization are all necessary for the successful implementation of SBM. In conclusion, school-based management: (1) is a difficult intervention to get under way; (2) creates additional administrative burdens for teachers; (3) offers hope for improving certain dimensions of schooling; and (4) does not, in and of itself, lead to improvement in student learning. (LMI)

ED 373 415 EA 026 024

Suarez, Tanya M.; Polen, Deborah A.
Financial Flexibility in North Carolina Schools.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Block Grants; Budgeting; *Budgets; *Educational Finance; Elementary Secondary Education; Finance Reform; Local Government; *School District Autonomy; School District Spending; *School Funds; State School District Relationship

comparison with the prior study's finding that principals engaged in "creative insubordination" in their interactions with the central office, this research indicates that: (1) principals perceive the community as a potential source of support, rather than as a threatening force; (2) the principal's role is shifting from that of the instructional leader to one of manager; and (3) principals are moving outside the bureaucracy to get assistance and resources. The situation is characterized by a complex blending of school and community, and the new school-site autonomy is increasing the demands for good management at the school level. Finally, principals in Chicago schools today are engaged in a more complex redefinition of school organization. Contains 11 references. (LMI)

ED 373 433 EA 026 043

McIntire, Ronald G.; Fessenden, John T.
The Self-Directed School: Empowering the Stakeholders.
PUB DATE- Jun 94
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Elementary Secondary Education; Group Unity; Interaction; Interprofessional Relationship; Organizational Change; Organizational Communication; *Participative Decision Making; *School Based Management; *School Restructuring
IDENTIFIERS- Empowerment

This book provides useful guidelines for implementing collaborative decision making in the public educational system. The prologue presents the historical background of educational reform in the United States and offers a rationale for radical school reform at the individual school level. The nine chapters that follow are divided into three parts. Part 1 introduces the concept of empowerment in schools and describes how collaborative teams allow individuals to take the initiative in a collaborative and cooperative environment. Part 2 presents the type of training required to develop the collaborative skills that a self-directed school demands. The third part examines the issues that must be addressed by a self-directed school, as well as by the overall educational system, such as who decides what and when. The epilogue considers how the self-directed school can best facilitate the development of self-directed learners and describes ways to transfer power to students. Twenty-one figures are included. (LMI)

ED 373 434 EA 026 044

Brunner, C. Cryss
Superintendent Selection: Lessons from Political Science.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

Superintendents
IDENTIFIERS- *Stress (Biological)

This paper presents findings of a study that: (1) identified the most salient organization, personal, and professional factors contributing to administrator burnout; and (2) determined the relationship among these variables to each of the three dimensions of burnout. Data were obtained from a survey of 1,000 school administrators--169 elementary principals, 149 junior high/middle principals, 177 high school principals, and 161 superintendents--which produced 656 usable returns. Three subscales of the Maslach Burnout Inventory (MBI) were used to measure three dependent variables--emotional exhaustion, depersonalization, and personal accomplishment. Multiple regression analysis was used to examine the relationships with the following independent variables: administrator characteristics, and factors of social support, stress, coping, and personality. Findings indicate that emotional exhaustion was the central construct, which was most responsive to variables of job intensity (time, stress, and conflict) and positively associated with job satisfaction and effective coping. The study is unique in that it used multiple regression analysis to determine burnout's most salient influences. Little variance for depersonalization was explained by the independent variables; however, role ambiguity revealed the greatest variance in both cases. Therefore, different strategies are needed to address the separate dimensions of burnout. Strategies should address the need for moderating administrator time and intensity and providing clear role direction. Two tables are included. Contains 41 references. (LMI)

ED 373 452 EA 026 066

Theobald, Neil D.
Current School Funding Policy Issues in Washington State.
PUB DATE- 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditures; *Fiscal Capacity; Labeling (of Persons); Property Taxes; Public Schools; *School Funds; *School Support; Special Education; *State Legislation; State School District Relationship; Tax Allocation; *Tax Effort
IDENTIFIERS- *Washington

This paper describes current school-funding policy issues in Washington State. The first part examines how Initiative 601, an initiative aimed at curbing state taxes and spending, will create fiscal instability for school districts. Difficulties include an expected growth in school enrollment exceeding population growth, an expected growth of other mandatory programs (such as welfare), and tight state revenues. The second part describes how fiscal instability will be created in school districts by declining voter support for school property tax levies, school levy lid changes, and high thresholds for passage of school levies. The third section discusses a pilot program to limit the labeling of special education students, called "less labeling," which allows increased flexibility in special-education funding while maintaining funding support. A brief history of Washington school finance is provided in the final section, which describes court decisions that led to the

fiscal policy, and other federal options for promoting these objectives. (Contains approximately 60 references.) (JDD)

ED 373 471 EC 303 239

Curry, James; Samara, John
Curriculum Guide for the Education of Gifted High School Students.
PUB DATE- 93
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academically Gifted; Creative Thinking; Critical Thinking; *Curriculum Development; Educational Methods; High Schools; High School Students; Independent Study; Individualized Instruction; *Instructional Development; Student Educational Objectives; *Teaching Methods; *Thinking Skills; Units of Study
IDENTIFIERS- *Differentiated Curriculum (Gifted); *Texas

This guide, based on the Texas Education Agency's "essential elements," presents a model for providing differentiated instruction for gifted high school students in any area of content and within any educational setting. The guide provides strategies for changing the following dimensions of the curriculum: (1) content or subject matter, (2) processes or thinking skills, (3) products or outcomes of learning, and (4) independent study skills. Emphasis is on using the "essential elements" as the foundation of learning while differentiating to meet the academic needs of gifted students. The curriculum development model used is illustrated. After an introductory section, Section 1 focuses on content differentiation with practice templates for developing instructional objectives and a variety of worksheets to help teachers plan for content differentiation. Section 2 provides similar templates and worksheets for the area of process differentiation, including strategies for development of creative thinking, critical thinking, and creative problem solving. Product differentiation is the subject of Section 3, with suggested strategies for such goals as encouraging multiple modes of expression, guiding self-selection, and supporting continuous progress. Section 4 is on developing independent study skills and is organized around seven suggested stages of independent study. The final section provides sample units of study and lesson plans. Contains 58 references. (DB)

ED 373 472 EC 303 240

Sayler, Micheal
Raising Champions: A Parents' Guide for Nurturing Their Gifted Children.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134),Reference Materials - Bibliographies (131)
DESCRIPTORS- Ability Identification; *Child Rearing; Definitions; Educational Legislation; Educational Policy; Elementary

1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Anatomy; *Audiology; *Deafness; *Hearing (Physiology); *Hearing Impairments; Physiology
IDENTIFIERS- *Cochlea

This paper summarizes recent research on functions of the cochlea of the inner ear. The cochlea is described as the seat of the first step in the auditory sound analysis and transduction of mechanical vibration into electrochemical processes leading to the generation of neural action potentials. The cochlea is also described as a frequent seat of auditory disorders. This research summary addresses findings concerning: the classical model of cochlear functioning developed by ter Kuile and modified by H. Davis; explanations for the sharp tuning and great sensitivity of the auditory nerve fibers and inner hair cells; the role of the outer hair cells in cochlear acoustic emissions; contradictions of the classical model of hair cell stimulation posed by evidence for the depolarization of the hair cells during basilar membrane displacement; effects of removing the outer hair cells; possible mechanisms for hair cell depolarization; increased damping of the cochlea at high sound intensities; and the nature of the cochlear pitch code. Figures and graphs illustrate these findings. Contains 49 references. (DB)

ED 373 491 EC 303 260

Anderson, Karen L.
Keys to Effective Hearing Conservation Programs: Hearing Status of School-Age Children.
PUB DATE- May 92
NOTE- 11p.; In: Cherwo, Evelyn, Ed. Proceedings of the ASHA Audiology Superconference. ASHA Reports Number 21, p38-47, May 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiology; *Auditory Evaluation; Check Lists; Deafness; *Disability Identification; Elementary Secondary Education; *Hearing Conservation; *Hearing Impairments; *Incidence; Needs Assessment; *Partial Hearing; Program Development; Tests

This paper addresses incidence of hearing loss in school-age children, components of hearing conservation programs, and hearing loss education. Incidence figures for the following hearing loss categories are detailed: unilateral hearing loss, fluctuating hearing loss, minimal sensorineural hearing loss, and mild to profound hearing loss. Discussion of hearing conservation program components considers: the importance of getting the child's history early; letting teachers know which children have histories of hearing problems; guidelines for conducting screening tests; determination of needs; determination of amplification candidacy; determination of educational significance; the teacher's role; the use of informal checklists; screening by speech-language pathologists; use of a formally designed checklist; categorization of children identified during screening; possible service options as determined by student needs; and educational and

Peer Teaching and Special Education Preparation.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Experiential Learning; Higher Education; Lesson Plans; *Peer Teaching; *Preservice Teacher Education; Self Evaluation (Individuals); *Simulation; Special Education; *Special Education Teachers; Student Development; Teaching Methods

This paper describes the application of peer teaching to the training of prospective special education teachers. This approach emphasizes practicing the teaching act in a safe environment, i.e., one in which young learners are not at risk and in which the prospective teacher can receive feedback from peers and the instructor without fear of being graded by a supervisor. Prior to implementation of peer teaching episodes, students receive instruction in lesson planning and use of a systematic observation instrument to aid in instructional analysis. Each student then randomly selects a card which presents a "piece" of content to be taught, an age group, and the description of a child or children with a disability. The prospective teacher then prepares a lesson plan and materials seeking assistance from peers or professionals as well as the literature. Following lesson presentation to peers, feedback is provided by peers, the student evaluates his own teaching, and the student meets with the instructor for an individual conference. This approach has been positively received by students themselves, cooperating teachers, and supervisors. (DB)

ED 373 511 EC 303 280

Fuentes, Maria
Special Education Teacher Attrition in a New Mexico Public School District: A Report to the Superintendent.
PUB DATE- Jan 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Faculty Mobility; *Special Education Teachers; *Teacher Attitudes; Teacher Certification; *Teacher Morale; *Teacher Persistence; Teaching Experience
IDENTIFIERS- *Gadsden Independent Schools NM

This project surveyed special education teachers who were employed in the Gadsden Independent School District, Anthony, New Mexico, during the 1992-93 academic year to identify attitudinal differences between special education teachers (N=8) who departed the district the following year and those (N=32) who remained in the district. A survey instrument was developed for the study. Teachers who departed tended to express more favorable opinions of principal support, school environment, student preparation, and student behavior. Teachers who departed tended to be first and second year teachers, and some were employed on special education provisional licenses. Teachers who remained in the district provided more favorable responses related to student contact, the ability of students to speak English, student cooperativeness, and student attendance. Overall, departure of special education teachers tended to be related to several factors: (1) the desire to relocate; (2) less than 5 years of personnel, researchers, teacher trainers, teachers, and administrators. Section 1 articulates the need for a national agenda and briefly addresses the relationship between the National Agenda and the Individuals with Disabilities Education Act, the National Education Goals, the Goals 2000: Educate America Act, and other existing special education and civil rights statutes. Section 2 presents the mission, guiding principles, rights and commitments, and vision. The vision for the year 2000 is for a unified education system with the following components: enriched and broadened appreciation of diversity, school-community collaboration, well-prepared personnel, a professional development system, appropriate policy and financing, specific accountability, effective systemic teaching and learning, and appropriate technology. Section 3 describes the issues, barriers, urgencies, and strategic activities recommended by the Forum participants. The following issues are identified: (1) planned change and values clarification; (2) diversity/multiculturalism; (3) advocacy; (4) interagency collaboration; (5) financing; (6) policy and legislation; (7) compliance monitoring and program accountability; (8) assessment; (9) research knowledge base and knowledge dissemination; (10) local education agency program development and practices; (11) technology; and (12) professional development. (DB)

ED 373 531 EC 303 471

Implementation of the Individuals with Disabilities Education Act: Sixteenth Annual Report to Congress.
PUB DATE- 94
NOTE- 679p.; For the 15th annual report, see ED 363 058.
LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- American Indian Education; American Indians; Data Collection; *Disabilities; *Educational Legislation; Education Work Relationship; Elementary Secondary Education; Emotional Disturbances; Federal Aid; Federal Indian Relationship; *Federal Legislation; Federal Programs; Federal State Relationship; Longitudinal Studies; Outcomes of Education; Pupil Personnel Services; Severe Disabilities; *Special Education; *Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Education Act; Individuals with Disabilities Education Act Part H; National Center on Educational Outcomes; National Longitudinal Transition Study Spec Educ; *Office of Special Education Programs; Preschool Grant Program

The 16th annual report to Congress describes progress in implementing the Individuals with Disabilities Education Act (IDEA) based on data collection and analysis of the Office of Special Education Programs (OSEP). A list of acronyms and an executive summary providing highlights of the report by chapter precede the report's main body. The seven chapters then present comprehensive information on the following topics: (1) school-age students with disabilities served, placement and exiting patterns, and personnel who provide special education and related services; (2) the role of IDEA, Part H and the Preschool Grant Program in meeting the needs of infants, toddlers, and preschool children with disabilities; (3) aspects of the school programs and educational results for students with disabilities in regular secondary schools based on the National Longitudinal Transition Study; (4) special efforts to achieve better results for children and youth with serious

Quiet mime game in which students, sitting in a circle, take turns manipulating or "shaping" an imaginary object while others try to identify the object. (MSE)

ED 373 550 FL 022 336

Roever, Carol
An Affordable, Off-Campus International/Intercultural Class for Undergraduate Business Majors...One School's Model.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Cross Cultural Training; *Field Trips; Higher Education; *International Trade; Nontraditional Students; Program Descriptions; School Business Relationship; *Study Abroad; Undergraduate Study
IDENTIFIERS- England (London); *Missouri Western State College; New York (New York)

A Missouri Western State College program in which undergraduate business students make study trips to New York (New York) and London (England) is described. The courses, serving nontraditional students of business administration, consist of seminars arranged with and led by a company or organization in the study locale. Topics are generally related to an area of expertise of the company or organization, and the seminars are 2-6 hours long. Each seminar has one or more teams of 2-4 students, self-selected, who become experts on the company and seminar topic. They make pre-trip presentations to the rest of the class. Preparatory meetings for the trips occur shortly before departure. Networking is a key element in setting up the seminars. The post-trip requirement of a short research paper on a topic discussed during the trip has not been found to be productive and will be discontinued. Recruiting for the class is begun three semesters ahead of departure, and enrollment is limited to 20. Costs are minimized by selecting non-peak travel dates, and travel packages are different for the two destinations. Gifts are presented to seminar leaders. Tips for successful trip planning are offered. Syllabuses and course-related materials and publicity are appended. (MSE)

ED 373 551 FL 022 351

Davies, Alan, Ed.; Parkinson, Brian, Ed.
Edinburgh Working Papers in Applied Linguistics. Number 5.
PUB DATE- 94
NOTE- 134p.; For individual papers, see FL 022 352-359. For earlier volume, see ED 360 833.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Discourse Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; Language Proficiency; *Language Research; *Language Tests; *Phonology; Pronunciation; *Second Language Instruction; Vocabulary Development
IDENTIFIERS- University of Edinburgh (Scotland)

The eight papers in this volume, prepared by staff and students of the Institute for Applied Language Studies of Edinburgh linguistic Realities" (Frances Knowles); "Multilingual Education as a Factor of Interethnic Relations: The Case of the Ukraine" (Oleg Shamshur, Tatiana I. Izhevskaya); "The Language Situation and Language Education in Yugoslavia" (Ranko Bugarski); "Language Education for Intercultural Communication in Slovenia" (Albina Necak Luk); "New Trends in Educational Policy in the Republic of Serbia, 1990 to the Present" (Svenka Savic, Zlata Jukic); and a conclusion (Ager, Muskens, Wright). (MSE)

ED 373 572 FL 022 409

Augustin, Marc A.
Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition And Resource Systems Program (Project HAITI STARS). Final Evaluation Report, 1992-93. OER Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 45p.; For 1991-92 report, see ED 360 847.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Computer Science; Curriculum Development; *English (Second Language); Field Trips; Gifted; High Schools; Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; Postsecondary Education; Program Descriptions; Program Effectiveness; Program Evaluation; Remedial Instruction; Science Instruction; Second Language Instruction; Social Studies; Special Education; Staff Development; Talent
IDENTIFIERS- New York City Board of Education; *Project HAITI STARS NY

The Higher Achievement and Improvement Through Instruction with Computers and Scholarly Transition And Resource Systems program (Project HAITI STARS), a federally-funded bilingual education program, served 425 students of limited English proficiency at three high schools in New York City during its fifth contract year. Students received instruction in English as a Second Language (ESL), native language arts (NLA), mathematics, science, social studies, and computer science. Staff development and parent involvement through ESL classes and field trips were also program components. The project met its objectives for curriculum development, Haitian/French language arts, referral to remedial programs, attendance, staff awareness of pupil needs and problems, and grade retention/placement in special education. It partially met its objectives for gifted and talented programs/enrollment in postsecondary education, content area subjects, and staff development for continuing education. It failed to meet its objective for ESL. Achievement of the Spanish NLA objective was not possible due to lack of data. (MSE)

ED 373 573 FL 022 416

Garcia, Gilbert Narro
Bilingual Education: A Look to the Year 2000. Focus: Occasional Papers in Bilingual Education, 9.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 94
NOTE- 20p.; Paper based on lecture delivered at the Interactive Teleconference sponsored by the Title VII Multifunctional

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Age Differences; *Educational Attainment; *Educational Background; *English (Second Language); Immigrants; *Language Proficiency; *Literacy Education; *Oral Language; Second Language Learning

A study of immigrants investigated the relationship between education in the native language (L1) and development of oral proficiency in a second language (L2), also considering other variables such as age, age at settlement, and length of settlement in the L2 country. Literacy in L1 was not a formal variable, but was roughly implied by extent of L1 education. Two populations were studied: (1) 282 public assistance recipients enrolled in one New York City (New York) English-as-a-Second-Language (ESL) program, with data taken from registration forms, and (2) subjects reported in a citywide database on literacy. In each case, oral proficiency was determined by the same standardized test. Results strongly support the hypothesis that education in L1 correlates positively with L2 oral proficiency. In addition, they also suggest that the age of settlement correlates negatively with L2 oral proficiency, a relationship that continues well into adulthood, and somewhat less strongly, that length of settlement in the L2 culture correlates positively with L2 oral proficiency. A brief bibliography, ESL language test and score sheet, demographic data on subjects, and charted results are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 593 FL 800 795

The Cutting Edge: Workplace English. Section I: Project Handbook.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 151p.; For instructional guide, see FL 800 796.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Adult Education; Audiovisual Aids; Community Colleges; Counseling Services; Fashion Industry; Independent Study; Instructional Materials; *Job Skills; *Limited English Speaking; *Literacy Education; Material Development; Program Descriptions; School Business Relationship; Second Language Learning; Two Year Colleges; Videotape Recordings; Vocational English (Second Language)
IDENTIFIERS- El Paso Community College TX; Levi Strauss and Company; *Workplace Literacy

A model workplace literacy program of El Paso Community College (Texas), in cooperation with Levi Strauss and Company, is described. The partnership designed a three-part, job-specific, video-based curriculum in English as a Second Language (ESL) for garment industry workers, implemented in seven local plants. The 18-month program had these goals: to (1) develop a replicable instructional program using televised and self-paced instruction in both basic and job-specific literacy skills; (2) offer three levels of instruction for limited-English-proficient employees, for increased productivity, job retention, retrainability, and career advancement potential; (3) provide strong support services to promote program retention; and (4) develop a strong partnership with this and other garment manufacturers to ensure that project goals are accomplished and the program continued. The handbook contains a individualization of the program. Each site had regularly scheduled family field trips. The Parent and Child Time on Friday mornings provided parents and children with experiences in shared reading, language stimulation activities, and interactions with various educational materials. Twenty participants either took and passed the GED, passed part of the GED, or were awaiting their GED test date. Children were pre- and posttested with the PreSchool Inventory and improved from an average pretest score of 11.7% to an average posttest score of 53.2%. Parents moved from watching their children to becoming active partners in the interaction sessions. An evaluation concluded that staff willingness to review and adjust the program and emphasis on participant involvement were the strengths of the program. The project was successful because it positively affected many families' lives. (YLB)

ED 373 152 CE 066 931

Graham, Wendy J.
Creating Families of Readers.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 24 Feb 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Books; *Childrens Literature; Community Involvement; *Literacy Education; *Outreach Programs; *Parent Child Relationship; Parent Influence; Parent Participation; Parent Role; Program Development; Program Implementation; *Public Television
IDENTIFIERS- *Family Literacy; New York (West); *Reading Rainbow

This document consists of materials developed and used by a project to research and design a prototype plan using the television program "Reading Rainbow" and the resources of the Western New York Public Broadcasting Association to cultivate family literacy. An executive summary presents findings from the six focus group discussions of the intended target audience. Information from these key stakeholder groups--parents, teachers, literacy providers, children, principals, and parent coordinators/networks--is provided to assess the current use of public television in Western New York, public television's role in supporting family literacy connections, and use of "Reading Rainbow" as a bridge to family literacy. A final report on an outreach initiative describes the following: project goals, composition of the community advisory group, design and implementation of the outreach plan, television and outreach prototype designs, and impact of the initiative and prototype designs. Attachments to this report are as follows: Reading Rainbow Broadcast Season XI 1993-94 Booklist; Reading Rainbow's Family Reading Week flyer and publicity materials; 1994 Reading Rainbow's Family Calendar; follow-up mailing; Reading Rainbow Family Special publicity; follow-up survey and materials on Reading Rainbow Bedtime Reading Pajama Party; publicity materials on the Reading Rainbow outreach initiative; and Start-Up Kit for Hosting a Bedtime Reading Pajama Party. (YLB)

ED 373 153 CE 066 932

Dodd, John M.; And Others
Parents and Preschoolers: An Intergenerational Literacy Project. Evaluation Report.

Development; Program Implementation
IDENTIFIERS- 353 Project; *Family Literacy

This report describes a family literacy program for adult students with mild learning challenges including mental retardation. The program's objective was to upgrade the reading skills of parents and introduce them to a wide variety of enjoyable children's literature. During each of 20 weekly sessions, a class of no more than 15 parents was exposed to a group of books all pertaining to the same topic. The final phase of the project was development of a project journal that included sample lesson plans, materials, and some observations made by both the teacher and participating parents. The family literacy journal follows the four-page report. It begins with a list of project objectives. Sample lesson plans are provided for a 20-week program. A list of steps that parents should go through upon receiving their children's books each week is presented. Lesson plans consist of these components: objectives, procedures, materials list, related activities, and teacher observation. The lessons cover these topics: bears, animals, childhood experiences--Curious George, painful childhood experiences, Christmas, nursery rhymes, Dr. Seuss, dinosaurs, Clifford, Caldecott award, Valentine's Day, fairy tales, letters/alphabet, numbers/counting, seasons, St. Patrick's Day, self-esteem, weather, community helpers, and transportation/a visit to the library. The journal also includes a section of parent observations and a brief list of professional resources. (YLB)

ED 373 172 CE 066 975

Royce, Sherry
Pennsylvania's Exemplary Special Projects 1976-1990 as Reviewed and Rated by the FOCUS Panel.
PUB DATE- 21 Aug 92
NOTE- 60p.; Prepared for the Regional Staff Development Center Directors.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Adult Counseling; Career Counseling; *Computer Assisted Instruction; Curriculum; Curriculum Development; Curriculum Guides; *Demonstration Programs; Displaced Homemakers; Educational Media; English (Second Language); Individualized Instruction; *Literacy Education; Numeracy; Program Descriptions; Publicity; Public Relations; Special Needs Students; *Staff Development; Teaching Guides
IDENTIFIERS- 353 Project; *Workplace Literacy

This document reviews 117 special projects selected by a panel of literacy experts using three criteria: effectiveness, innovation, and adaptability. Special projects are grouped by the area, or major thrust, of the project and product. The nine areas are as follows: counseling, curriculum, English as a Second Language, management, promotion, special populations, staff development, technology, and workplace. Each section or area begins with a listing of the project titles, in alphabetical order, with the year in which the project was completed and page number. The format for each special project is: title, area, year in which the project was completed, issue (FOCUS issue in which the project was reviewed), AE number (request number for use when borrowing the project from Pennsylvania's AdvancE Clearinghouse), project director, address, telephone, audience (administrators, teachers/tutors, counselors, learners). subarea (additional product interest programming, as well as to supply training and technical assistance to correctional educators working in the field of literacy. Press releases were sent to all major correctional and literacy organizations to request information on mandatory and literacy programming. This information was used to establish an archival research collection on mandatory and voluntary literacy programs. An analysis of recent trends in mandatory education was sent to each state director of adult and juvenile correctional education. Effective training was developed and disseminated in the areas of assessment and instructional techniques through workshops. A handbook on assessment and instructional techniques in literacy programs in correctional settings was published. (The nine-page final report is accompanied by these attachments: a 238-item bibliography of the information that was received on literacy programming; an article based on information provided by the states that provides information on implementation of mandatory educational programming; results of an evaluation of center compliance with federal regulations; an article that provides information on the current status of mandatory education and the legal basis for these programs; and workshop format and materials.) (YLB)

ED 373 190   CE 067 013

The Write Way. Book I. The Simple Sentence. Writing and Grammar Instruction for Indian Adults.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 143p.; For related documents, see CE 067 014-016.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Programs; *American Indian Education; American Indians; *Cherokee (Tribe); *Grammar; Individualized Instruction; Instructional Materials; *Sentences; Sentence Structure; *Writing Instruction; Writing Skills
IDENTIFIERS- Oklahoma

This workbook is designed to teach American Indian adults how to write grammatically correct sentences by using mathematical-type formulae for writing and by recognizing the strong visual learning style exhibited by American Indians. It is particularly designed for Cherokee adult basic education students, incorporating their experiences, culture, and language into the learning tasks. It offers informational material accompanied by exercises for the following 10 units: the simple sentence, nouns, verbs, direct objects, prepositions, adjectives, adverbs, review, conjunctions, and review. (YLB)

ED 373 191   CE 067 014

Reyes, Reva Crawford
Community Organizing: Strategies for Recruitment and Retention.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 40p.; For related documents, see CE 067 013-016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

questions, and references. Among the topics discussed in the unit are the following: the importance of financing to a new business' success, reasons financing is needed, personal risks involved in financing businesses, sources of equity financing, sources for borrowing money, financial statements included in business plans, the importance of a good credit rating, and ways lenders evaluate loan applications. (MN)

ED 373 207 CE 067 041

Legal Issues. Unit 12. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-12.
PUB DATE- 94
NOTE- 21p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Competency Based Education; Compliance (Legal); *Contracts; Copyrights; *Entrepreneurship; Learning Activities; Legal Problems; *Legal Responsibility; Ownership; Patents; Postsecondary Education; Secondary Education; *Small Businesses; Student Evaluation; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on legal issues in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: ways laws affect the operation of small businesses; the importance of legal issues and learning about the law; contracts and their importance; agreements; the concepts of consideration, capacity, legality, and mutuality of consent; and ways business ideas can be protected. (MN)

ED 373 208 CE 067 042

Business Management. Unit 13. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-13.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial

student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: sole proprietorships, partnerships, and corporations; factors influencing choice of ownership type, and sources of assistance for choosing ownership type. (KC)

ED 373 224   CE 067 058

Marketing Analysis. Unit 8. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-8.
PUB DATE- 94
NOTE- 36p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; *Competency Based Education; *Entrepreneurship; Free Enterprise System; Learning Activities; *Marketing; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Market Research; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on marketing analysis in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: market-oriented approach to planning, market research, the marketing mix, potential customers, market share, and components of a marketing plan. (KC)

ED 373 225   CE 067 059

Location. Unit 9. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-09.
PUB DATE- 94
NOTE- 25p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.

curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: market, demographic, and lifestyle trends in the United States; changes in business and industry in the United States; effects of the environmental impact on business opportunities; geographic areas offering the greatest business opportunities; the future of the U.S. economy and high growth in service industries and retailing; market research techniques for evaluating new business opportunities; and creative business opportunities. (MN)

ED 373 241 CE 067 075

Global Markets. Unit 4. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-04.
PUB DATE- 94
NOTE- 35p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; Cultural Differences; Decision Making; Economic Opportunities; Economics; *Entrepreneurship; *International Trade; *International Trade Vocabulary; Learning Activities; Managerial Occupations; Marketing; Politics; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses; Teaching Guides
IDENTIFIERS- *Global Markets; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on global markets in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, Entrepreneurship; Learning Activities; *Management Information Systems; *Planning; Postsecondary Education; Secondary Education; *Small Businesses; Teaching Guides

IDENTIFIERS- *Inventory Control; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on operations in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: plan of operations, purchasing procedures, inventory control systems, computerized information management systems, and production plan. (KC)

ED 373 259 CE 067 094

Jackman, Diane H.; Swan, Michael K.

Alternative Instructional Models for IVN Delivery.

PUB DATE- Jul 94

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Computer Networks; *Distance Education; *Educational Television; Instructional Development; *Interactive Video; *Models; *Teaching Methods

IDENTIFIERS- *Interactive Video Network ND

This handbook identifies the instructional models found to be effective for distance education using the Interactive Video Network (IVN) system. Each model is summarized briefly and followed by specific suggestions for the use of the model over the IVN system. For each model, information is given on instructor responsibility prior to, during, and as a follow-up to the lesson. Instructional models profiled are the following: advance organizer; concept attainment; direct instruction; dyads or groups; inductive thinking; inquiry training; jurisprudential; memorization; role playing; and synectics (analogies). The handbook also includes instructions for working in visual formats, suggestions to the teacher, and a bibliography listing 29 references for the various models. (KC)

ED 373 260 CE 067 095

Mrowicki, Linda; And Others

Workplace Literacy in a Total Quality Management Environment for the Manufacturing Industry in Chicago and Northern Illinois. Final Performance Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 94

American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; College Environment; *College Students; Coping; Family (Sociological Unit); *Family Life; Higher Education; Mental Disorders; One Parent Family; Self Injurious Behavior; Student Attitudes; *Suicide; Young Adults
IDENTIFIERS- *Suicide Ideation

The dramatic increase in suicide in the past 30 years, especially among young people ages 15 to 24, has prompted numerous investigations into its cause. Research on suicidal ideation involving college students shows that this population may be especially at risk and this paper examines the effects of the college environment, family support, and demographics on older adolescents' suicidal behaviors. Researchers asked 385 adolescent undergraduates, mean age 20.5 years, to complete a demographic questionnaire and a Suicide Ideation Questionnaire (SIQ). Sixteen percent of respondents described themselves as "serious" ideators, while 59 percent were seen as ideators. Women indicated more suicidal thoughts than did men. Statistical analyses revealed that the type of care giver a person reported having while growing up accounted for a significant amount of the variance on ideator status. Serious ideators were more common among single parent households. This result suggests that suicidal behaviors may occur due to a complex interaction between social factors and childhood care. The difficulties which often accompany childhood in a non-traditional home, including loneliness and social isolation, may promote less-adaptive coping skills. When exposed to a stressful situation, like college, these persons may be unable to cope effectively and thus become hopeless. (RJM)

ED 373 277 CG 025 546

Campbell, Barbara; And Others
Faith, Family and Friends: Catholic Elementary School Guidance Program. Volumes 1-6.
PUB DATE- 93
NOTE- 840p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Catholic Educators; Catholics; *Catholic Schools; Children; Early Childhood Education; Elementary Education; *Guidance; *Guidance Objectives; Guidance Personnel; Guidance Programs; *Instructional Materials; Teachers; Teaching Guides
IDENTIFIERS- Catholic Church; National Catholic Educational Association

Recognizing the expanded role that teachers play in the classroom, the National Catholic Educational Association generated this elementary guidance curriculum as a support and guide for the Catholic classroom teacher. This six-volume series (vol. 1: program manual; vol 2: early childhood and kindergarten; vol. 3: grades 1/2; vol. 4: grades 3/4; vol. 5: grades 5/6; vol. 6: grades 7/8) which extends from early childhood to eighth grade, includes, among others, the following 18 topics: (1) understanding self and others; (2) courtesy and respect for others; (3) communication; (4) friendship; (5) family; (6) moral decision-making; (7) stress

Two general questions are considered: (1) whether the Interagency Task Force and local Centers are carrying out the legislative mandate and spending public funds as policy designers intended; and (2) whether Centers are having a positive impact on the well-being of needy families and children through increased access to new or improved health and social services. Although the program is complex and it is too soon to draw definitive conclusions, initial assessment suggests that answers to both questions are positive. (MSF)

ED 373 297 CG 025 627

Bailey, Ronald F.
An Organizational Model for Long-Term Residential Substance Abuse Treatment for Women, Ages 15 to 25 Years, and Their Infant Children.
PUB DATE- 93
NOTE- 100p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; Child Health; Child Rearing; Females; Health Services; Infants; *Mothers; Parent Child Relationship; Planning; Rehabilitation Programs; *Residential Programs; *Social Services; *Substance Abuse; Young Adults

This practicum was designed to create an organizational model that would set the stage for the creation of a comprehensive program of substance abuse treatment in a residential setting. The subject population was women ages 15 to 25 years, who had children or were pregnant and who demonstrated patterns of substance abusing behaviors. This writer developed a database professional organizations and practitioners to determine the feasibility of the suggested model treatment program. With the input received, a non-profit organization was created to formalize the basis for program development, long term and strategic planning and the meeting of all licensure requirements. Input was also received by graduate schools of social work and professionals in the substance abuse treatment field, focusing on the menu of services and treatment modalities. Analysis of the data and input collected revealed new possibilities for an organizational design to be used as the basis for a comprehensive treatment model. Through the implementation of the organizational design, it was determined that the comprehensive treatment model proposed would provide the broadest continuum of services offering the best chance for client success. (Author/RB)

ED 373 298 CG 025 672

Gover, Jill
Building Self-Esteem.
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Individual Development; Mental Health; Personality Problems; *Psychological Needs; *Self Concept; *Self Esteem
IDENTIFIERS- *Intrapersonal Communication; *Self Affirmation; Self Empowerment

Self-esteem lies at the core of psychological health. This paper presents several strategies individuals might use for stopping negative self-criticism, overcoming self-rejection, and

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Intervention; Grade 1; High Risk Students; Primary Education; Program Development; Program Effectiveness; Program Implementation; *Remedial Reading
IDENTIFIERS- *California; California State University San Bernardino; *Reading Recovery Projects

This booklet describes the efforts of the California Department of Education and the California State University, San Bernardino to develop, implement, and evaluate a statewide Reading Recovery program. After presenting a definition of Reading Recovery, the first section of the booklet provides an overview of the Reading Recovery program and of California's program (including future directions). The next section presents research results, noting that students in the program made progress and maintained that progress in second, third, and fourth grades. The booklet also explains and offers a framework for Reading Recovery lessons, discusses implementation of a Reading Recovery program, and notes what California program participants say about the program. Seven tables are included; a list of regional training centers, training sites for teachers, and 18 references are attached. (RS)

ED 373 318 CS 011 817

Erickson, Lawrence G.
Supervision of Literacy Programs: Teachers as Grass-Roots Change Agents.
PUB DATE- 95
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Case Studies; Change Agents; *Change Strategies; Classroom Research; *Educational Change; Educational Cooperation; Elementary Secondary Education; *Instructional Improvement; *Reading Instruction; School Community Relationship; *Teacher Role; *Writing Instruction
IDENTIFIERS- Educational Issues; Grassroots Efforts; *Professional Concerns

Designed to speak directly to classroom teachers about their roles as change agents (especially as it applies to improving the teaching of reading and writing), this book uses a combination of strategies, case studies, and a narrative style of writing to bring clarity to what has traditionally been abstract and hidden. The book is in two parts. The first six chapters describe the processes, plans, and roles of teacher change-agents. Chapters 1 and 2 define the change-agent role of teachers and lay the moral and professional foundation for this role. Chapter 3 describes how change strategies must be selected to overcome the obstacles that always arise when the status quo is threatened. Chapters 4, 5, and 6 focus on specific processes that facilitate collaboration and implementation. In the second part of the book, the focus switches from "how to change" to "what to change." Chapters 7, 8, and 9 target three "what to change" aspects of the literacy context that go beyond the classroom and school--namely, the school curriculum, the community literacy base, and the literacy funding policies. The goal of both parts of the book is to present a detailed look at what "working in the middle" learning in K-8 classrooms. The book is organized to help preservice teachers first develop a knowledge of language, and then examine the ways in which teachers can teach and children can learn about language. Chapters are: (1) Language, Learning, and Teaching; (2) The Development of Oral Language; (3) The Emergence of Literacy; (4) Literature: Reading, Responding, Becoming a Reader; (5) Composition: Writing, Revising, Becoming a Writer; (6) Talking with Children; (7) Language across the Curriculum; (8) Observing and Assessing Children Using Language; (9) Reading, Writing, Listening, and Speaking: Early Years; (10) Reading, Writing, Listening, and Speaking: Intermediate Grades; and (11) Reading, Writing, Listening, and Speaking: Upper Grades. Each chapter concludes with sections on activities for teachers, resources for further reading, and a reference list. (NKA)

ED 373 338 CS 214 461

Luttmer, Rudy; Labercane, George
Getting the Right Meaning with the Right Words: Applying Elbow in the Writer's Workshop.
PUB DATE- Aug 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Foreign Countries; *Revision (Written Composition); Secondary Education; Student Needs; Teacher Student Relationship; *Tutoring; *Writing Instruction; Writing Research
IDENTIFIERS- *Elbow (Peter); Process Approach (Writing); *Writing Development

A case study of one 14-year old boy whose writing skills were falling behind those of his peers explored how a tutorial program would enhance his skills. The tutorial sessions, which occurred twice a week for one school year, followed a process approach to writing that invited the boy to brainstorm possible topics, attempt multiple drafts, edit and revise drafts, and finally to bring edited drafts to a form considered acceptable for final grading. Findings indicated first that revision for the student was at first cosmetic (correction of mechanical errors, punctuation, spelling). On several occasions the tutor modeled certain types of revision; he would write a piece in conjunction with the student and then work through his own revision process orally. The boy responded with interest and began to use some of his tutor's editing phrases: "That will have to go" or "That sentence doesn't work." Second, after three months of one-to-one tutoring, the boy's revision process showed signs of progress; it moved from cosmetic corrections to major structural and informational revisions. As he became more adept at revising, the student became increasingly aware of the necessity of significant revision. Third, the boy's revision process at the end had internalized, to some degree, the value of the writing process. Implications are that the tutorial method is ideal in teaching revision. An important part of the revision process for the boy was sharing his revisions aloud. (Two figures are included.) (TB)

ED 373 339 CS 214 462

Otte, George
Writing Subjects Enacting the Writing Subject's Complexity.
PUB DATE- Dec 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern

William Shakespeare's "Romeo and Juliet." The book includes selections of the original text of the play, prose passages explaining what occurs between selections of the play, numerous full-page illustrations, and explanations of difficult words. At the end of the book are 20 open-ended questions for those who seek guidance in discussing the play. (RS)

ED 373 358 CS 214 489

Foster, Cass
The Sixty-Minute Shakespeare: "Romeo and Juliet."
PUB DATE- 90
NOTE- 144p.; For related books, see CS 214 466 and CS 214 488.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Audiences; Elementary Secondary Education; *Production Techniques; *Theater Arts
IDENTIFIERS- Drama in Education; *Romeo and Juliet

Developed for theaters or classrooms that wish to present abbreviated versions of Shakespeare's plays without changing the language, this book presents an edited version of "Romeo and Juliet" suitable for presentation in one hour. The book also presents an affordable set design, sound and prop requirements, costume suggestions, definitions and pronunciations of unfamiliar terms, and complete stage directions. (RS)

ED 373 359 CS 214 490

English Language. Feedback 2.
PUB DATE- 94
NOTE- 8p.; Original page size: 5.5 by 11.5 inches; reduced here to 90%.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; Educational Research; Elementary Secondary Education; Foreign Countries; *Listening Skills; *Reading Achievement; Student Evaluation; *Student Improvement; *Writing Achievement
IDENTIFIERS- Educational Issues; *Scotland

Discussing results of the third Assessment of Achievement Programme (AAP) survey of attainment in English language of a representative sample of pupils throughout Scotland, this leaflet highlights areas where improvement in the performance could be made. The leaflet covers the four outcomes--listening, talking, reading, writing--in four columns. Reading down each column in the leaflet shows: (1) what skills were assessed; (2) key findings for the survey of pupils at primary 4, primary 7, and secondary 2 stages; (3) teaching issues which arise from the findings; and (4) some ideas to use in the classroom. The leaflet can be used for teachers' personal reading, staff meetings and group discussions, and staff development activities. The leaflet also presents other ideas for teaching and assessment, and lists five other resources teachers can use. (RS)

Influences; *Mass Media Role; Preschool Education; Television Research; *Television Viewing
IDENTIFIERS- Activity Theory; *Mister Rogers Neighborhood; Vygotsky (Lev S)

This paper addresses the role of quality age-appropriate television programming in preschoolers' lives. The paper describes a developmental investigation of preschoolers' knowledge of polite behavior routines and their modeling of host-quest behaviors from a special episode to the television program "Mr. Rogers' Neighborhood." The research reported in the paper took an ecological approach to the study of children's learning from television by using Soviet activity theory to frame the research project. The paper provides background on the activity theory and the activity system approach, describes the five phases of the research, details the findings, and discusses the findings through analysis of activity systems. The paper concludes that the bulk of learning about how to behave in contexts requiring polite interactions stems from experiences in real life situations in the community life of children--from home, school, and the wider society--and not television programs such as "Mr. Rogers' Neighborhood." The paper suggests that future studies of television and children could benefit by building on the framework pursued in the paper. Contains 13 references and figures illustrating the activity system, the television as activity system, the child viewer as activity system, and the child practitioner of polite behaviors as activity system. (Author/RS)

ED 373 378   CS 508 680

Allen, Mike; Hunt, Steve
Communication Apprehension Treatment: Issues in Ethics, Law, and Practice.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Apprehension; *Ethics; Higher Education; Individual Development; *Legal Problems; *Standards; Student Development; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Educational Issues

The efforts of communication scholars to reduce the apprehension or anxiety that the person feels about communication should be undertaken after considering the ethical, legal, and practical issues such efforts involve. The ethical question is whether or not an instructor has the obligation to intrude into a central feature of a person's life, particularly when the effects are unknown. Legal issues arise when communication scholars, in the name of research, teaching, or consulting, act as therapists. Scholars run the risk of criminal suit in communication apprehension (CA) treatment by violating any one of three standards: fraud, assault, and nonconsensual working with minors. The remaining possibility for criminal liability concerns malpractice and negligence. If a consultant fails to provide the desired or advertised improvement, then the plaintiff must prove by the preponderance of evidence that such a failure was the result of malpractice or negligence and that the malpractice or negligence causes a specific demonstrable harm. The goal of CA treatment should be the establishment of some preferred and accepted procedures that benefit the clients

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Behavior Patterns; Case Studies; *Communication (Thought Transfer); Educational Environment; Elementary Education; Ethnography; *Instructional Leadership; Interpersonal Competence; Leadership Qualities; *Principals; Qualitative Research; *Rural Schools; Values; Work Environment
IDENTIFIERS- California (San Francisco Bay Area); *School Culture

This case study presents findings from a year-long ethnographic study of a principal at a dilapidated rural elementary school with arid, dusty surroundings. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings to investigate the instructional management roles of principals. Although previous research offers disparate viewpoints about the potency of principals as instructional leaders and managers, this series finds that principals can significantly alter their schools' instructional systems and students' social and academic experiences. Using observations of principals' activities and interviews with students and staff, the seemingly chaotic behavior or principals may be construed as purposive. Activities comprise nine categories (goal setting and planning; monitoring; evaluating; communicating; scheduling, allocating resources, and organizing; staffing; modeling; governing; and filling in). The purposes or targets behind principals' activities include work structure, staff relations, student relations, safety and order, plant and equipment, community relations, institutional relations, and institutional ethos. Principal Ray Murdock's routine behaviors involved communicating; monitoring; scheduling, allocating resources, and organizing; governing; and filling in. Murdock's primary target was work structure. Nominated by state education officers for superior instructional leadership, Murdock emerged as a cultural leader who continually imbued staff and students with his beliefs and values about living and learning. (Contains 64 references.) (MLH)

ED 373 396 EA 025 991

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #4: Grace Lancaster, Principal of an Urban Junior High School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 117p.; Prepared under the "Instructional Management Program". For Volume 1 ("Methodology") and the other case studies, see EA 025 987-994.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Behavior Patterns; Beliefs; Case Studies; *Communication (Thought Transfer); Early Adolescents; Educational Environment; Ethnography; *Instructional Leadership; Interpersonal Competence; Junior High Schools; Leadership Styles; *Principals; Qualitative Research; Teacher Administrator Relationship; *Urban Schools; Values; Work Environment
IDENTIFIERS- *California (San Francisco Bay Area)

This case study presents findings from a year-long ethnographic study of an urban junior high school principal. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings to investigate

IDENTIFIERS- *North Carolina

This paper explores educational financial flexibility with a focus on the specific issues surrounding local flexibility in North Carolina school districts. Strategies that states have used to increase local financial flexibility include waivers, reduction of budget categories, block grants, and school-based budgeting. The North Carolina system of school finance is distinctive because state statutes (School Machinery Act of 1933 and the Basic Education Program Act of 1985) require the state to provide the instructional expenses for current operations of the public school system. Local school districts have argued that the school system that has evolved from these statutes constrains actions. The most common recommendations made to increase flexibility at the local level involve reducing the number of line items and/or using reversions of unspent funds. Using personnel funds to achieve flexibility also presents problems. Points to consider when developing strategies to increase local finance flexibility include: (1) Policies must support the state's constitutional responsibility for school finance; (2) in order to judge the flexibility of policies, the purpose to be served must be specified; (3) any plan for local flexibility must accommodate important state interests; (4) since waivers provide limited flexibility, analyzing and changing restrictive regulations may be a more effective strategy for achieving flexibility; and (5) proposed strategies for increasing local financial flexibility should be analyzed for negative and positive consequences. Contains 28 references. (Author/LMI)

ED 373 416   EA 026 025

Jewett, Janet L.; Katzev, Aphra
School-Based Early Childhood Centers: Secrets of Success from Early Innovators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Development; *Child Development Centers; *Early Childhood Education; *Early Intervention; Family School Relationship; Prevention; School Community Programs
IDENTIFIERS- *School Based Early Childhood Centers

School-based early childhood centers have the potential for responding effectively to a broad range of child and family needs and to society's demands for more effective schools. They have four defining features: (1) implementation of quality programs and developmentally appropriate practices for young children through age eight; (2) families as partners in schooling; (3) active involvement with and responsiveness to community needs and resources; and (4) transition services, including a school-based commitment to educating preschoolers. This report describes the progress that six sites in the northwestern United States, selected as "early innovators," made toward becoming a fully formed early childhood center during 1991-93. The schools included: Centennial Early Childhood Center, Portland, Oregon; Mary Harrison Primary, Toledo, Oregon; Nome Elementary School, Nome, Alaska; Ponderosa Elementary School, Billings, Montana; South Colby Elementary School, Port Orchard, Washington; and Tendoy Elementary School, Pocatello, Idaho. Data sources included interviews and

DESCRIPTORS- Administrator Attitudes; *Critical Theory; Females; *Leadership Styles; Organizational Communication; Politics of Education; *Power Structure; *Superintendents; *Women Administrators

Research has shown that women are underrepresented in positions of educational authority. This paper presents findings of a study that asked the following question: What is it about the regularities in discourse and practice in relationship to power in a particular community that would allow a woman to be selected for the superintendency, when about 96 percent of the time a man is selected? It is hypothesized that the definition of power is gender-specific (i.e., women define power as collaboration or "power to," whereas men define it as domination, or "power over"). Using Stewart Clegg's (1988) conceptualization of power relationships as "circuits of power," this critical ethnography was conducted in a larger metropolitan area headed by a female superintendent. Data were obtained from a total of about 100 nonstandardized interviews with those in male circuits of power, those in female circuits of power, and those related to the superintendent either directly or indirectly. Other data sources included document analysis and nonparticipant and participant observation. Findings indicate that: (1) power is defined differently by women than men; (2) when women operate according to the female concept of power, their chances to acquire positions of power increase dramatically; (3) women are most likely to be empowered in those communities that have pluralistic or diffused power structures; and (4) women who attain positions of power are most successful when they adopt female approaches to power that stress collaboration, inclusion, and consensus-building models. Contains 68 references. (LMI)

ED 373 435 EA 026 045

Shires, Michael A.; And Others
The Effects of the California Voucher Initiative on Public Expenditures for Education.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Impact; *Educational Economics; *Educational Finance; *Educational Vouchers; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; Expenditures; Private Schools; Public Schools; *School Choice; Tuition Grants
IDENTIFIERS- *California; Proposed Legislation

This handbook summarizes the probable effects of California's school-voucher initiative on public spending for K-12 education. The Parental Choice in Education Initiative (Proposition 174) was rejected by voters in the November 2, 1993, election. It sought to establish a system of annual vouchers, funded by public tax dollars, that elementary and secondary students could use to pay tuition at private schools. The book's findings are based on a complex simulation model of enrollment, tax revenues, and other trends over the next decade. It takes a neutral position and attempts to provide an analytic framework for evaluating the claims of opponents and advocates. Specifically, the analysis examines the likely effects of Proposition 174 on total state spending for K-12 education, and on spending per pupil in the public schools. In general, findings indicate that the fiscal effects of passage of two pieces of state legislation: The Washington Basic Education Act of 1977, and The Levy Lid and Salary Control Act. (LMI)

ED 373 453 EA 026 068

Yap, Kim O.; And Others
In Pursuit of Goal Six: A Statewide Initiative To Improve School Safety.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Crime; Middle Schools; Prevention; Program Effectiveness; *School Safety; *School Security; Secondary Education; Social Control; *State Programs; Vandalism; *Violence
IDENTIFIERS- National Education Goals 1990; *Washington

National Education Goal Six calls for all schools to have safe environments conducive to teaching and learning by year 2000. In 1989, the Washington State Office of Superintendent of Public Instruction initiated the School Security Enhancement Program, which provides competitive grants to school districts to develop or improve school-based security projects. During the 1991-93 biennium, the program was implemented in 15 districts across the state. This paper describes features of the program models and presents findings of a study that assessed their effectiveness. Interviews were conducted in May 1993 with 159 stakeholders at study sites (four large project sites and four small project sites) that had implemented school security programs. For each of the large sites, one high school and one middle school participated and for each small site, one high school was asked to participate. Individual participants included 19 school administrators, 21 security staff, 36 teachers, 15 custodians, 41 students, and 27 parents. Virtually all groups reported that the current school year was safer than the preceding year. A large percentage of the principals and teachers saw serious or moderate problems in trespassing, student possession of weapons, gang activities, robbery or theft, and verbal abuse of teachers. There was strong consensus among stakeholders that their program was needed. In comparison with a national survey of teachers, more Washington State teachers reported serious to moderate problems in six of eight areas, particularly robbery/theft, weapons possession, and racial tensions. It is recommended that program services be coordinated with "Omnibus Act" programs and that programs be designed within a conceptual framework that addresses the underlying causes of youth violence. (LMI)

ED 373 454 EA 026 069

Howe, William
Beyond Garbage Cans: An Analysis of Theory and Research in Educational Leadership and Recommendations for the Future.
PUB DATE- Apr 94
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Secondary Education; *Gifted; Grouping (Instructional Purposes); Labeling (of Persons); *Parent Associations; Parent Child Relationship; *Parent Role; *Parent School Relationship; *State Programs; Student Characteristics; Talent Identification
IDENTIFIERS- *Texas

This guide for parents of gifted children in Texas is intended to provide general information and sources of additional help. Section 1 examines the meaning of being gifted and talented and provides the Texas definition of giftedness, lists of characteristics and concomitant problems of gifted and talented children, and a discussion of the highly gifted. Section 2 specifically addresses the parent's role, including common parental concerns, parent advocacy, how to start a parent group, and communicating with the school. The third section looks at the role of the school. This section provides brief histories of the Texas Association for the Gifted and Talented (TAGT) and gifted education in general, a description of gifted/talented program models and options (noting that special grouping is recommended by the TAGT), a discussion of the "labeling" issue, an outline of gifted identification processes, and a summary of the state mandate and structure of Texas gifted education. The final section lists resources, including services available through TAGT, four organizational resources, a glossary of "educationese" terminology, and an annotated bibliography containing 116 references. (DB)

ED 373 473 EC 303 241

Hanby, Donna M.; Badiali, Bernard J.
Fairfield City School District's Gifted and Talented Program: A Collaborative Evaluation Study (1978-1994).
PUB DATE- 94
NOTE- 160p.; A data collection chart, with filled print, may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Counselor Attitudes; *Delivery Systems; Elementary Secondary Education; *Gifted; Intermediate Grades; Junior High Schools; Parent Attitudes; *Program Effectiveness; *Program Evaluation; Self Contained Classrooms; *Special Classes; Student Attitudes; *Talent; Teacher Attitudes
IDENTIFIERS- *Fairfield City School District OH

This evaluation report reviews the gifted education program of Fairfield (Ohio) public schools since its inception in 1977, with emphasis on its full-time curriculum-based program for grades 4 through 8 and future needs. Evaluation was focused on assessment of student outcomes, and data were collected by means of surveys, interviews, observations, and artifact analysis. Four hundred eight surveys were tabulated, representing views of gifted program staff, classroom teachers, students in the program, former students now in high school and beyond, parents of former and current students, administrators, and counselors. Findings are discussed in terms of: (1) identification and placement, (2) program design and curriculum, (3) learning environment, (4) transition between programs, (5) program administration and support, (6) affective/student preferences, and (7) personnel selection and development. The evaluation supports the continued use of the self-contained model of service delivery. Much of the report consists of appendices which provide details of the survey responses. Contains 19 references. (DB) audiological support. Audiologists are encouraged to provide education on noise-induced hearing loss and fluctuating hearing loss. Appendices include: (1) a flowchart of a hearing conservation program; (2) a sample questionnaire for obtaining a history of ear and hearing problems; (3) a classification of children identified with hearing loss; and (4) a matrix showing the relationship of degree and long-term hearing loss to psychosocial impact and educational needs. Contains 20 references. (DB)

ED 373 492 EC 303 261

Gravel, Judith S.
Audiologic Assessment of Infants and Toddlers.
PUB DATE- May 92
NOTE- 9p.; In: Cherwo, Evelyn, Ed. Proceedings of the ASHA Audiology Superconference. ASHA Reports Number 21, p55-62, May 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audiology; *Auditory Evaluation; *Clinical Diagnosis; *Disability Identification; Evaluation Methods; Guidelines; *Hearing Impairments; Infants; Technological Advancement; Toddlers; Young Children
IDENTIFIERS- American Speech Language Hearing Association; Yeshiva University NY

This paper provides guidelines for the audiologic assessment of infants and young children, highlighting recent technologic advances in auditory electrophysiology, acoustic immitance measure procedures, and behavioral audiometric techniques. First, audiologic assessment guidelines developed by the American Speech-Language-Hearing Association are discussed and the specific protocol used at the Rose F. Kennedy Center, Albert Einstein College of Medicine (New York) is outlined. Components of this protocol are then discussed in further detail, including: (1) auditory brainstem response (ABR) evaluation, (2) the use of acoustic immitance measures, (3) behavioral audiologic assessment, (4) visual reinforcement audiometry (VRA), (5) optimizing the clinical VRA procedure, (6) obtaining ear-specific thresholds, and (7) developing recommendations for amplification. Contains 40 references. (DB)

ED 373 493 EC 303 262

Beauchaine, Kathryn L.
Approaches to Selection and Fitting of Amplification for Infants and Toddlers.
PUB DATE- May 92
NOTE- 8p.; In: Cherwo, Evelyn, Ed. Proceedings of the ASHA Audiology Superconference. ASHA Reports Number 21, p63-69, May 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audiology; *Auditory Evaluation; Clinical

teaching experience in the position being vacated; and (3) teaching under waivers in the position being vacated. The researcher's personal reactions to the research process are also provided as are reactions of administrators to survey results. (Author/DB)

ED 373 512 EC 303 281

Siegel, Janna; Moore, Jack N.
Regular Education Teachers' Attitudes toward Their Identified Gifted and Special Education Students.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Disabilities; Elementary School Teachers; *Gifted; *Inclusive Schools; Intermediate Grades; *Mainstreaming; Rural Areas; *Teacher Attitudes; *Teacher Student Relationship

This study explored teachers' attitudes toward gifted students and students with learning problems integrated into their classrooms. A sample of 46 fourth and fifth grade teachers in a rural school district completed attitude questionnaires about all of their students and personal data forms about themselves. The teachers' attitudes toward their gifted, special education, and typical students were compared. Teachers were more rejecting toward special education students compared to typical and gifted students, but they also reported significantly higher levels of concern for their special education students. Teachers with inclusion programs reported more concern for their special education students than did teachers whose special education students were "pulled out" for service. The study concluded that, since teachers' general attitudes toward inclusion did not relate to teachers' specific attitudes toward actual students, teacher training should not necessarily focus on changing teachers' attitudes toward integration of identified groups of students. Tables detail the study's results. (Contains 63 references.) (Author/DB)

ED 373 513 EC 303 282

Cooper, Carolyn S.; McEvoy, Mary A.
Technical Assistance to Early Interventionists in Rural Areas: An Empirical Evaluation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Disabilities; Early Intervention; Friendship; *Inservice Teacher Education; Instructional Effectiveness; *Interpersonal Competence; Mainstreaming; Peer Relationship; Preschool Children; Preschool Education; Program Effectiveness; *Rural Areas; Social Integration; Teacher Education; *Teaching Models; *Technical Assistance
IDENTIFIERS- Illinois (South)

This study assessed the effectiveness of a model for providing emotional disturbance; (5) results for students with disabilities based on work of the National Center on Educational Outcomes; (6) OSEP efforts to assist states and localities including the 3-year staggered review process and training in developing state plans; and (7) a review of the literature on provision of services to Native American students with disabilities. Extensive appendices include: 64 data tables, information on OSEP personnel training activities, a listing of special studies contracts concerned with evaluation of IDEA, summaries and abstracts of state agency/federal evaluation studies programs, profiles of the program agenda, a summary of Regional Resource Center activities, and information on OSEP activities supporting transition services for youth with disabilities. An additional 56 tables and 16 figures provide additional detail. (DB)

ED 373 532 FL 021 630

Adams, Karen L., Ed.; Brink, Daniel T., Ed.
Perspectives on Official English. The Campaign for English as the Official Language of the USA.
PUB DATE- 90
NOTE- 375p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- American Indian Languages; Bilingual Education; Bilingualism; Classroom Communication; Constitutional Law; Educational Policy; *English; English (Second Language); Federal Legislation; Foreign Countries; *Language Attitudes; Language Planning; *Language Role; Legal Problems; Minority Groups; Monolingualism; *Official Languages; Policy Formation; Political Influences; *Public Policy; Regional Characteristics; Research Methodology; Second Language Instruction; Social Values; State Legislation; Surveys; Uncommonly Taught Languages
IDENTIFIERS- Arizona; *California; Canada; *English Only Movement; Europe (West); Florida; Ireland; Malaysia; United States (Southwest); USSR

Essays on the campaign to establish English as the United States' official language include: "Official Languages and Language Planning" (Richard Ruiz); "Una lingua, una patria?: Is Monolingualism Beneficial or Harmful to a Nation's Unity?" (David F. Marshall and Roseann D. Gonzalez); "Canadian Perspectives on Official English" (Joseph E. Magnet); "Language Policy and Linguistic Tolerance in Ireland" (Alan Hudson-Edwards); "Languae Policies in Western Europe and the Union of Soviet Socialist Republics" (Leslie J. Limage); "The Legislation of Bahasa Malaysia as the Official Language of Malaysia" (William G. Davey); "English - The Official Language of California, 1983-1988" (Stanley Diamond); "Testimony Before the State Legislature on California Proposition 63" (Geoffrey Nunberg); "Voting Rights, Liberal Voters and the Official English Movement: An Analysis of Campaign Rhetoric in San Francisco's Proposition 'O'" (Kathryn A. Woolard); "The Popularity of California's Proposition 63: An Analysis" (Connie Dyste); "The Official English Movement in Florida" (Max J. Castro, Margaret Haun, and Ana Roca); "Who Supports Official English and Why?: The Influence of Social Variables and Questionnaire Methodology" (Ana Celia Zentella); "Ethnic and Linguistic Minorities in the Southwest: An Overview" (Karen L. Adams); "Official English and the Learning of English" (Jon Amastae); "On the English Proficiency Act" (The Honorable Jeff Bingaman); "The Official English Movement and the Role of First Languages" (Elizabeth A. Brandt); "Official English and the

University, address a variety of issues in applied linguistics. The papers include: (1) "A Coding System for Analyzing a Spoken Database" (Joan Cutting); (2) "L2 Perceptual Acquisition: The Effect of Multilingual Linguistic Experience on the Perception of a 'Less Novel' Contrast" (Kayoko Enomoto); (3) "Peer Observation and Post-Lesson Discussion" (Sheena Davies and Brian Parkinson); (4) "Are Score Comparisons Across LP Batteries Justified?: An IELTS-TOEFL Comparability Study" (Ardeshir Geranpayeh); (5) "The University of Edinburgh Test of English at Matriculation: Validation Report" (Tony Lynch); (6) "Some Aspects of 'Foreignness' in the Pronunciation of Upper Intermediate Students of Spanish" (Carmen Santos Maldonado); (7) "Interpreting Metonymy" (Anne Pankhurst); and (8) "Measuring Synonymy as an Intra-Linguistic and Cross-Linguistic Sense Relation" (Matutin Sikogukira). Each paper is followed by a reference list. (MDM)

ED 373 552 FL 022 352

Cutting, Joan
A Coding System for Analysing a Spoken Text Database.
PUB DATE- 94
NOTE- 16p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Coding; Databases; *Discourse Analysis; Foreign Countries; *Graduate Students; Grammar; *Group Discussion; Group Dynamics; Higher Education; *Language Patterns; Language Research; *Language Styles; Peer Relationship; Speech Acts
IDENTIFIERS- University of Edinburgh (Scotland)

This paper describes a coding system devised to analyze conversations of graduate students in applied linguistics at Edinburgh University. The system was devised to test the hypothesis that as shared knowledge among conversation participants grows, the textual density of in-group members has more cues than that of strangers. The informal conversations of 6 students who shared classes in linguistics were recorded over the course of the 1991-92 academic year. The paper provides details of the lexical and grammatical tags applied to the texts of the conversations and outlines the code for the analysis of each discourse unit's assumed knowledge area, macro-function, speech act, and move. The problems encountered in the implementation of this system are discussed and explained. (Contains 15 references.) (MDM)

ED 373 553 FL 022 353

Enomoto, Kayoko
L2 Perceptual Acquisition: The Effect of Multilingual Linguistic Experience on the Perception of a 'Less Novel' Contrast.
PUB DATE- 94
NOTE- 17p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Auditory Perception; Comparative Analysis; Foreign Countries; *Japanese; Language Proficiency; Monolingualism; *Multilingualism; *Phonetics; *Second Language Learning; Stress

Resource Center at California State Polytechnic University (Pomona, CA, December 6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; *Bilingual Education; Change Strategies; *Educational Change; *Educational Planning; *Educational Policy; Elementary Secondary Education; *English (Second Language); Expectation; Federal Government; Federal Legislation; Futures (of Society); Government Role; Higher Education; Limited English Speaking; Parent Role; Public Agencies; Public Policy; State Government
IDENTIFIERS- Improving Americans Schools Act 1994; National Education Goals 1990; School to Work Opportunities Act 1993

A discussion of the future of education for language-minority students in the United States looks at proposed legislation and other government initiatives and prevailing educational reform movements. It is argued that reform in this country must begin with a change in attitudes toward and expectations of language-minority and limited-English-speaking students, and followed up with carefully planned instructional approaches. Significant recent initiatives are cited, including the National Educational Goals statements, Goals 2000--The Educate America Act of 1993, the School to Work Opportunities Act, and the Improving America's Schools Act, the reenactment of the Elementary and Secondary Education Act. It is proposed that to create and sustain the change needed, two elements will be required: bold, innovative action and certain specific expectations of schools, state education agencies, colleges and universities, parents, and the Department of Education. Expectations for each of these groups are outlined, and a vision of the future of education in the United States is offered. A list of references, a brief annotated bibliography, and a list of resource organizations and projects are appended. (MSE)

ED 373 574 FL 022 417

DOD Training: Many DOD Linguists Do Not Meet Minimum Proficiency Standards. Report to the Chairman, Committee on Appropriations, U.S. Senate.
PUB DATE- Jul 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Armed Forces; Compensation (Remuneration); Educational Quality; Federal Government; *Government Employees; Instructional Effectiveness; *Language Proficiency; *Languages for Special Purposes; *National Security; *Personnel Management; Professional Training; Public Policy; Second Language Instruction; Second Languages; Standards; Training Methods
IDENTIFIERS- *Defense Language Institute; Department of Defense; *Intelligence Gathering

The report, from the General Accounting Office to the chairman of the Senate's committee on appropriations, responds to a request for review of Department of Defense (DOD) training of linguists engaged in intelligence-related activities. It summarizes its examination of: (1) the language and technical training provided to DOD linguistics; and (2) DOD and military service chart of general goals and specific tasks, with deadline and performance measures, a description of the program's development and implementation, and substantial supporting documentation. The latter includes a bibliography, listing of model workplace literacy programs, a task analysis questionnaire, sample lesson and assessment measures, student anecdotal information, surveys (student, class, and management) and tabulated results, teacher questionnaire, video evaluation form, correspondence, brochure, information from local news coverage, descriptions of related literacy programs, and instructional guide. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 594 FL 800 796

The Cutting Edge: Workplace English. Instructional Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 49p.; For project handbook, see FL 800 795.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Persistence; Adult Education; Audiovisual Aids; Classroom Techniques; Community Colleges; Counseling Services; Course Content; Error Correction; Fashion Industry; Grammar; Independent Study; Instructional Materials; Interlanguage; *Job Skills; Lesson Plans; *Limited English Speaking; *Literacy Education; Second Language Learning; Translation; Two Year Colleges; Videotape Recordings; Vocational English (Second Language)
IDENTIFIERS- El Paso Community College TX; Levi Strauss and Company; *Workplace Literacy

The instructional guide for the Cutting Edge workplace literacy program, a cooperative project of El Paso Community College (Texas) and Levi Strauss and Company, is an expanded version of one appendix the project handbook. It describes and provides an instructional model for the three-part, job-specific, video-based program of English as a Second Language (ESL) designed for garment industry workers of limited English proficiency. It begins with an overview of the preparation of and rationale for the curriculum, then outlines a specific instructional model in five stages: initial language input; language input with reading; learning activity; language experience; and application activity. Notes on classroom implementation are then provided, including suggestions concerning input and output, language and content, treatment of grammar, comprehension and comprehensibility, interlanguage and error correction, and use of translation. Specific implementation procedures are then suggested. A lesson plan for each of the three levels, including reading selection, is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 595 FL 800 797

Developing a Plan for Effective ABE/ESL Staff Development: Implications and Recommendations from the "Study of ABE/ESL Instructor Training Approaches."
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 94
NOTE- 14p.; For related documents, see ED 368 942-949.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Jan 94
NOTE- 101p.; Sign samples in Appendix B may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Battered Women; Cross Age Teaching; *Economically Disadvantaged; Family Programs; Homeless People; *Intergenerational Programs; Library Services; *Literacy Education; Preschool Education; Program Development; *Program Effectiveness; *Tutorial Programs; Tutors; Volunteer Training
IDENTIFIERS- Even Start; *Family Literacy; Montana (Billings); Project Head Start

An intergenerational literacy project involving economically disadvantaged parents, their preschool children, and preservice teachers was conducted at Eastern Montana College. Parents enrolled in the Head Start and Even Start programs attended sessions at which they were trained to be literacy tutors at training meetings and/or combination dinner/training sessions. Forty Even Start enrollees and 20 Head Start families attended the sessions. Four literacy tutors and 49 college students were trained to work alongside parents as literacy volunteers. Literacy services were provided at the Head Start and Even Start centers and at the local shelters for battered spouses and the homeless in Billings, Montana. The sites were furnished with 719 books and 35 backpacks of books-on-tape were developed for parents to check out and use at home. The project was considered highly successful and will be continued. (Appendixes constituting approximately 75% of this document contain the following: a list of more than 100 books recommended for parents and preschoolers; a parent interview form; parent-child observation checklists; a course syllabus; instructional materials inventories; and a handbook for conducting family literacy nights that includes lesson plans, overhead transparency masters, and student handouts.) (MN)

ED 373 154 CE 066 935

Open Doors Project: An Innovative Family Literacy Program. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. for Literacy, Washington, DC.
PUB DATE- 31 Jan 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Early Childhood Education; Enrichment Activities; *Family Programs; High School Equivalency Programs; *Homeless People; Innovation; *Intergenerational Programs; *Literacy Education; Models; Mothers; One Parent Family; Outcomes of Education; Program Development; *Program Effectiveness; Remedial Instruction
IDENTIFIERS- *Family Literacy

Open Doors is a family literacy program that was developed to provide basic literacy training and basic skills remediation for homeless single mothers who have not completed high school and developmental enrichment services for their infants and toddlers. Open Doors was designed to provide interventions to 30 families. The program featured innovative methods for recruiting families and provided various support services to nurture participants' progress. The Open Doors staff consisted beyond that identified in area), components (instructor's guide, final report, media component, learner workbook, curriculum), panel review (year and rating of good, superior, or excellent for effectiveness, innovation, and adaptability), cost (federal funding), and comments (brief description of project's goals, products, and/or results). An index lists projects alphabetically by title; area and page are indicated. (YLB)

ED 373 173 CE 066 976

Laser Disc Technology: A Visual Approach to Reading. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Computer Software Selection; *Content Area Reading; Courseware; Curriculum Development; Educational Technology; Fine Arts; *High School Equivalency Programs; *Instructional Innovation; Literature; *Optical Disks; *Reading Instruction; Reading Skills; Sciences; Social Studies
IDENTIFIERS- General Educational Development Tests

A project developed a planned course of study using laser disc software to enhance social studies, science, and literature and the arts in Adult Basic Education (ABE)/General Educational Development (GED) reading classes. During the first part of the project, laser disc software was reviewed to ascertain what material was compatible with the ABE/GED reading curriculum used in the classes. During the second part, the laser disc software that complimented the reading materials was used with 25 ABE/GED students. The instructional approach to using the materials offered two basic options: to review reading passages and then view the corresponding material on the laser disc software or to use the laser disc software concurrently with the reading passages. Pre- and posttests were administered to allow comparison of these students with those taught with traditional methods. Students responses were positive. Appendixes to the 22-page report include the following: pre- and postprogram questionnaire with student responses; lesson plans for six laser disc units on biology, earth science (two units), geography, chemistry/physics, and political science; and a listing of supplemental reading and exercises for the units. (Contains 16 references.) (YLB)

ED 373 174 CE 066 977

Reiff, Tana, Ed.
The Pennsylvania Adult Basic & Literacy Education Handbook for Program Administrators.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 79p.; For the 1992 edition, see ED 352 532.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

(055)
DESCRIPTORS- Adult Basic Education; *Adult Programs; *American Indian Education; American Indians; *Cherokee (Tribe); Citizen Participation; *Community Action; Community Organizations; Individualized Instruction; *School Holding Power; *Student Recruitment
IDENTIFIERS- Oklahoma

This book summarizes the role of community organizing principles in a successful adult education program serving Native American adults. Gleaned from workshops conducted by two Cherokees who have been highly successful in their own community organizing efforts, from ongoing staff discussion, and from years of practical experiences of program staff, the book relates key factors involved in community organizing. The guide discusses the principles of community organizing using the following aphorisms: familiarity breeds success, two or more negatives make a positive, the solution is present in every problem, a chicken in every pot but no filet mignon, talk Indian to me, love me--love my dog, my leader has a wart on her nose, love my dog--reward me, accentuate the positive, dependability counts, and look Ma, no hands! The following aspects of the personality of the community organizer/adult educator are listed: flexibility, acceptance, relaxing, commitment, happy, gentle, and dependable. The next section focuses on translating each of the principles of community organizing into adult education practices. The next section lists successful adult education practices based on organizing principles by these program functions: recruitment, class organization, and methodology. Other contents include a directory of services and referrals with telephone numbers and a map and names of the nine representative districts of the Cherokee Nation of Oklahoma. (YLB)

ED 373 192 CE 067 015

Master Skills Check List and Diagnostics.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 32p.; For related documents, see CE 067 013-016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Programs; *American Indian Education; American Indians; *Basic Skills; *Check Lists; *Cherokee (Tribe); Competency Based Education; Individualized Instruction; *Student Evaluation; Student Records
IDENTIFIERS- Oklahoma

This publication contains master skills checklists originating from a project to develop instructional materials which are geared to individualized, self-paced learning strategies for Cherokee adults. These checklists break down learning into discrete components that can be sequentially mastered by the student. The master skills checklists are a scoped and sequenced listing of basic skills in which skills are checked off and dated by instructors in each class session as they are learned. Directions for instructor use of the master skills checklists are followed by the checklists for these basic skills: language, math, reading, spelling, computer literacy, critical thinking, and voter education. A language diagnostic and a math diagnostic are also provided following the corresponding checklist. (YLB)

ED 373 193 CE 067 016

Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; *Business Administration; *Business Education; *Competency Based Education; *Decision Making; *Entrepreneurship; Interpersonal Communication; Learning Activities; *Managerial Occupations; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business management in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of 13 references. Model assessment responses are provided in the instructor materials. These seven objectives are addressed: explain the role of management in small business; explain how managers spend their time; name the attributes and skills of a leader; explain the steps in decision making; define "business ethics"; discuss the purpose of communication in business; and identify the rewards of management. (YLB)

ED 373 209 CE 067 043

Human Resources. Unit 14. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-14.
PUB DATE- 94
NOTE- 21p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; *Business Administration; *Business Education; *Competency Based Education; Employer Employee Relationship; *Entrepreneurship; Human Resources; Learning Activities; *Managerial Occupations; *Personnel Management; Postsecondary Education; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on human resources in the PACE (Program for Acquiring Competence in Entrepreneurship)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; *Business Skills; *Competency Based Education; *Entrepreneurship; Learning Activities; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Marketing Mix; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on locating a business in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: appropriate business locations, factors in selecting business sites, advantages and disadvantages of different types of locations, and steps in selecting a business site. (KC)

ED 373 226 CE 067 060

Pricing Strategy. Unit 10. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-10.
PUB DATE- 94
NOTE- 27p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; *Competency Based Education; *Distributive Education; *Entrepreneurship; Learning Activities; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Pricing; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on pricing strategy in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: the impact of international trade on small business; international trade options; technical assistance for international trade; methods of researching specific international markets; obstacles to international trade; and one's potential for entering international trade. (YLB)

ED 373 242 CE 067 076

The Business Plan. Unit 5. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-5.
PUB DATE- 94
NOTE- 61p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; *Entrepreneurship; Feasibility Studies; Learning Activities; Managerial Occupations; *Master Plans; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses; *Strategic Planning; Teaching Guides
IDENTIFIERS- *Business Plans; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business plans in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These objectives are addressed: explain the importance of strategic planning for one's business; explain how the business plan helps the entrepreneur; assess the need for conducting a feasibility study; apply the basic communication skills to the development and presentation of one's business plan; and describe how a business plan should be organized. (YLB)

ED 373 243 CE 067 077

Help for the Entrepreneur. Unit 6. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-06.
PUB DATE- 94
NOTE- 29p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the

NOTE- 69p.; For a related evaluation guide, see CE 067 096.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Evaluation Methods; Guidelines; *Manufacturing Industry; Outcomes of Education; *Program Effectiveness; Program Evaluation; *Program Implementation; Quality Control; *Total Quality Management
IDENTIFIERS- Illinois (Chicago Metropolitan Area); *Workplace Literacy

A project was conducted to improve the productivity and efficiency of 10 manufacturers by providing workplace literacy instruction to workers lacking basic skills required for their jobs, and to improve the capability of educational programs to meet the basic skill needs of the manufacturing industry by developing an evaluation manual for basic skills programs. The 2-year project conducted literacy audits at 10 manufacturing companies, assessed 3,291 workers, developed customized assessments and curricula, and provided 104 courses to 948 participants in the Chicago area. The project did not reach as many participants as had been planned, due to small classes resulting from employers' inability to grant sufficient release time for employees. However, more than the anticipated number of courses were conducted. A no-cost 6-month extension allowed the project to serve a higher population of workers, although this number was only 62 percent of the anticipated number. The project was evaluated and a program evaluation manual based on the experiences of the project was produced. The internal and external evaluation reports are included with the project report. Included in the appendices are copies of the Organizational Effectiveness and Employee Development interview forms and reading and mathematics test score data and statistical analyses for six manufacturing companies. (KC)

ED 373 261 CE 067 096

Mrowicki, Linda; Conrath, John
Evaluation Guide for Workplace Basic Skills Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- May 94
NOTE- 53p.; For the related final report, see CE 067 095.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Evaluation Methods; Guidelines; *Manufacturing Industry; Program Effectiveness; *Program Evaluation; Quality Control; *Total Quality Management
IDENTIFIERS- *Workplace Literacy

This evaluation guide resulted from a 2-year project that conducted literacy audits at 10 manufacturing companies, assessed 3,291 workers, developed customized assessments and curricula, and provided 104 courses to 948 participants in the Chicago area. The guide is a hands-on resource to assist companies, unions, or educational agencies in setting up a system for measuring the effectiveness of a basic skills program. Using examples from the project, the guide covers the following topics: (1) the need for basic skills in the manufacturing industry; (2) issues in evaluating basic skills management; (8) time management; (9) self-safety; (10) self-direction and responsibility; (11) substance abuse awareness; (12) describing and expressing feelings; (13) conflict resolution; (14) cultural similarities and differences; (15) loss; (16) individual differences; (17) Christian sexuality; and (18) HIV/AIDS. The first volume includes the philosophy and scope and sequence of the curriculum as well as directions on how to use this manual. The competencies required for guidance teachers are considered under the three headings of attitudes, skills, and concepts. The teacher's personal qualities and attitudes are prerequisites for fostering student affective growth. Concepts considered as important for guidance teaching include normal development; group dynamics; individual needs, self-esteem, indicators of distress, and affective education concepts. Although this series expresses and fosters Christian values, it is not intended to replace religion classes. It is hoped that these volumes will help the teacher integrate value and guidance in instruction and thus enhance the growth of the total person. (RJM)

ED 373 278   CG 025 551

Day, David M.; Hartley, Louise
Evaluating a School-Based Program for Aggressive Children: Comparing Outcomes for Different Levels of Service.
PUB DATE- Aug 93
NOTE- 22p.; Paper presented at the Annual Conference of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aggression; Children; Elementary Education; Elementary School Students; *Intervention; *Prevention; Teacher Attitudes; Violence
IDENTIFIERS- *School Based Enterprises

Differences in the effectiveness of a school-based prevention-with-intervention and a prevention-only program for aggressive children were examined. A total of 32 teacher-referred children, matched on externalizing behavior, age, and sex, were randomly assigned to either a treatment group which received both the prevention and intervention components in Semester 1 or a waiting list group which received only the prevention components in Semester 1. Subsequently, in Semester 2, the waiting list group received both the prevention and intervention components. Results indicated that the treatment group was rated by their teachers as improved at posttreatment, relative to the waiting list group, and was not different than a nonclinical control group on several substitute of a shortened version of the Teacher Reform Form (TRF; Achenbach & Edelbrock, 1986). These treatment gains were not maintained at followup, however, nor did the waiting list group show any treatment effects after receiving the intervention. Factors accounting for these unexpected results are discussed. (Author)

ED 373 279   CG 025 553

Gerber, Sterling; And Others
The Vital Balance Revisited, or, Resolution of the Counseling Profession's Identity Split.
PUB DATE- Apr 94
NOTE- 14p.
LANGUAGE- English

developing greater acceptance and compassion for themselves and others. The first step involves identifying any negative self-talk and then writing these thoughts down so as to examine them more easily. The critical voice may be disarmed by trying to understand its purpose. Typically, the critic voice tries to motivate through guilt. A healthier strategy for individuals would entail defining their values and then making decisions on what they want rather than what they think they should want. They may neutralize negative thoughts by realizing how much these thoughts then cost us and by affirming their strengths. The critical voice may also be weakened by establishing realistic goals and then outlining small steps to reach those goals. The point is to stretch a little and then enjoy the achievement. (RJM)

ED 373 299 CG 025 699

Parnell, Teresa F.; Day, Deborah O.
Munchausen Syndrome by Proxy: Evaluation and Treatment.
PUB DATE- 20 Aug 93
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Disorders; *Child Abuse; *Child Caregivers; Children; Family Counseling; Mental Disorders; Mothers; *Parent Child Relationship; Parent Counseling; Psychopathology
IDENTIFIERS- *Munchausen Syndrome by Proxy

Munchausen Syndrome by Proxy (MSBP) is characterized by a significant caretaker, usually a mother, deliberately inducing and/or falsely reporting illness in a child. The potentially fatal outcome of undetected MSBP makes the understanding of this syndrome gravely important. Early detection and effective intervention can be accomplished through the continued education of all professionals working with the families of chronically ill children. Psychological testing alone has generally been ineffective in detecting this disorder, so clinicians must review the medical records, corroborate the patient's history, and consult with other professionals involved in the case. Some indicators for identifying these cases include a child who has a persistent, unexplained illness, inconsistent physical or laboratory findings, symptoms that occur only in the mother's presence, or the child's medical history cannot be substantiated. Treatment involves intensive, individual psychotherapy for the identified patient as well as marital and family therapy, making sure to include the siblings of the victim. Therapy must follow through several stages where trust is established before the abuses may be addressed. Patients must come to understand the cognitive distortions and emotional dissociation which allowed them to engage in the abusive behavior toward their child. (RJM)

ED 373 300 CG 025 700

Coleman, Roslyn B.
Designing Peer Outreach Groups To Empower At Risk Junior and Senior High School Students.
PUB DATE- 3 Mar 94
NOTE- 31p.; Paper presented at the Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).

is like for teachers who, as change agents, operate as full-fledged professionals. An appendix contains chapter-by-chapter activities which can be used to review, practice, and implement literacy learning improvements in classrooms, schools, and districts. (NKA)

ED 373 319 CS 011 819

Flowers, Pearl; Roos, Marie C.
Literature-Based Reading Programs: Elements for Success.
PUB DATE- 27 Sep 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Literature Reviews; *Program Content; Program Effectiveness; *Reading Instruction; *Reading Programs; *Reading Research; Research Needs; *Whole Language Approach

This paper reviews the literature and research on literature-based reading programs (as an alternative to basal reading instruction) that have proven successful and identifies key elements of such programs. The first part of the paper contains an introduction, a statement of the problem, the significance of the problem, a description of the procedures to be used, and definitions of terms. The second part of the paper presents a review of the literature and research related to literature-based reading programs. The last part of the paper includes a summary, conclusion, and recommendations. The paper concludes that the success of literature-based reading programs is well-documented and that such programs serve as a viable approach to teaching reading at the elementary level. Recommendations offered in the paper include: (1) literature-based reading instruction should be introduced at the earliest grades; (2) librarians, teachers, and parents need to cooperate in carrying out effective literature-based programs in their schools; (3) longitudinal studies should be conducted to determine the long range effect of literature-based reading programs on academic achievement; and (4) teachers should provide an environment in which students view themselves as good readers who can enjoy and profit from various kinds of materials. Contains 58 references. (RS)

ED 373 320 CS 011 820

Partridge, Susan
Literacy Discussed: Special or Individual? Literacy Interests or Literacy Needs?
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Uses in Education; *Educational Needs; Elementary Secondary Education; *Literacy; Literature Reviews; *Parent Influence; Reading Instruction; Student Needs; Surveys
IDENTIFIERS- Educational Issues; Reading Motivation

Literacy is both special and individual, and literacy programs should provide for both needs and interests of all students. Some students learn to read through phonological skills. Some are influenced greatly by their parents and their interest in literature. Of the 30 people interviewed in a random survey of

Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Identification; *Labeling (of Persons); *Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- Writing Contexts

Students do not need to be told that they are socially constituted so much as they need to experience, in concrete terms, what that means. In an era of identity politics, they need to experience the labels they choose (or the labels chosen for them) as no less problematic than they are inevitable. A means to this end is a classroom heuristic tried in venues as various as ESL classes and graduate seminars. Participants address a label they have been given or a type with which they have been identified, ideally one that allows them to address an important issue in their lives. Many choose cultural or social identifications, but there is no label or type that is not a social construction. In one class, an Indian American student ran into difficulties examining her label as "Indian," difficulties that are typical in this type of exercise: namely, the difficulty of saying what the label is and what it is not. When participants share their different examinations of a label, a number of conclusions follow: (1) that any label or role is inadequate; (2) the need to distinguish one label or type from others problematizes notions of what is "normal"; and (3) a multiplicity of labels exists in any individual case. Further benefits of this exercise are that it explodes the notion that people in the mainstream, unlike the dispossessed, have the privilege of defining themselves; and that it complicates theories about social constitution that do not give adequate consideration to agency. (TB)

ED 373 340 CS 214 463

Rhodes, Keith
Thinking Expressivist, Cultural Studies and Spiritual Pedagogies (and Feminism) Together: The Search for a New Term.
PUB DATE- Mar 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; *Educational Objectives; *Epistemology; *Expressive Language; Feminism; Higher Education; *Writing Instruction
IDENTIFIERS- Cultural Studies; Expressive Writing; Social Construction; *Social Construction of Reality; *Spiritual Development

It is difficult for an instructor to designate his philosophy in teaching composition when it is derived from a background in cultural studies at one school and from an "expressivist" program at another school. Furthermore, in naming his approach, he must take into account the influence of his feminist instructors as well as his own "spiritual" pedagogy, which he has been developing accidentally all along. Expressivism would

ED 373 360 CS 214 491

Sullivan, Patricia A., Ed.; Qualley, Donna J., Ed.
Pedagogy in the Age of Politics: Writing and Reading (in) the Academy.
PUB DATE- 94
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Cultural Differences; Educational History; Higher Education; Instructional Effectiveness; Political Issues; *Student Needs; *Theory Practice Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Academic Discourse Communities; Critical Pedagogy; Feminist Pedagogy; *Literacy as a Social Process; Student Empowerment; Writing Contexts

Recognizing that the teaching of writing has always been political, this collection of essays by teachers, scholars, and theorists intends to promote discussion of what it means to study and teach writing and reading at a time when the academy itself is struggling to define the educational needs of an increasingly diverse student population. The essays in the collection explore the ways that students and teachers respond to tensions arising from encounters with ideas, people, texts, and technologies; examine the history of writing in the academy; and critique the content of composition courses. After an introduction by the editors, "Writing in the Age of Politics," the essays are: (1) "Teaching for Openings: Pedagogy as Dialectic" (Maxine Greene); (2) "Advocacy and Resistance in the Writing Class: Working toward Stasis" (Karen Fitts and Alan W. France); (3) "Being Two Places at Once: Feminism and the Development of 'Both/And' Perspectives" (Donna J. Qualley); (4) "Naming Harlem: Teaching the Dynamics of Diversity" (Daniel Reagan); (5) "Adult Learners, Autobiography, and Educational Planning: Reflections on Pedagogy, Andragogy, and Power" (Michael J. Kiskis); (6) "'Whose Machines Are These?' Politics, Power, and the New Technology" (Elizabeth Klem and Charles Moran); (7) "Pedagogy and the Academy: 'The Divine Skill of the Born Teacher's Instincts'" (Mariolina Salvatori); (8) "Representations of Literacy and Region: Narrating 'Another America'" (Peter Mortensen); (9) "The Essay Dies in the Academy, circa 1900" (Jean Donovan Sanborn); (10) "Re-envisioning the Journal: Writing the Self into Community" (Sharyn Lowenstein and others); (11) "Feminism and Power: The Pedagogical Implications of (Acknowledging) Plural Feminist Perspectives" (Linda M. LaDuc); (12) "Rereading the Discourses of Gender in Composition: A Cautionary Tale" (Susan V. Wall); (13) "The Myth of Transcendence and the Problem of the 'Ethics' Essay in College Writing Instruction" (David A. Jolliffe); (14) "The 'Kinds of Language' Curriculum" (David Bleich); (15) "Writing Academic Autobiographies: Finding a Common Language across the Curriculum" (Rhonda C. Grego); and (16) "'So Happy a Skill'" (Robert Scholes). (NKA)

ED 373 361 CS 214 492

Ohanian, Susan
Who's in Charge? A Teacher Speaks Her Mind.
PUB DATE- 94
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

as well as the practitioner. However, establishing professional standards for competence in training and practice seem far off. When research establishes what constitutes effective and ineffective practices the justification for training and certification is made a reality. (Contains 19 references.) (RS)

ED 373 379 CS 508 681

Bruning, Stephen D.
Development of an Organizational Communication Competence Instrument.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Behavior; Administrator Role; Communication Research; *Communication Skills; Factor Analysis; Higher Education; Models; *Organizational Communication; Undergraduate Students
IDENTIFIERS- Communication Behavior; Communication Competencies

A study attempted to develop an organizational communication competence scale that focuses on both communication skills as well as appropriate role behavior within an organizational communication context. A 30-item scale, later reduced to 12 items, was administered to 245 undergraduate students enrolled in a basic speech course. Responses were factor analyzed. Results indicated that conceptualizing organizational communication competence as consisting of effective business communication skills and appropriate role behavior is viable. Findings suggest that if managers wish to be perceived as competent, they cannot focus solely upon task-related communication, but also must be able to communicate in a manner that is appropriate given their particular role within the organization. (Contains 30 references and 2 tables of data. The 30-item scale and the 12-item scale are attached.) (RS)

ED 373 380 CS 508 682

Bruning, Stephen D.
A Uses and Gratifications Approach to Examining Electronic Mail Use.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; *Communication Skills; *Electronic Mail; Higher Education; *Interpersonal Communication; Technological Advancement
IDENTIFIERS- *Communication Behavior; Uses and Gratifications Research

A study examined the variables that influence the use of electronic mail. The Uses and Gratifications perspective was employed to determine the antecedent factors that motivate individuals to engage in electronic mail communication. Subjects, 105 students enrolled in graduate-level courses at a the instructional management role of principals. Although previous research offers disparate viewpoints about the potency of principals as instructional leaders and managers, this series finds that principals can significantly alter their schools' instructional systems and students' social and academic experiences. Using observations of principals' activities and interviews with students and staff, the seemingly chaotic behavior of principals may be construed as purposive. Activities compose nine categories (goal setting and planning; monitoring; evaluating; communicating; scheduling, allocating resources, and organizing; staffing; modeling; governing; and filling in). The purposes or targets behind principals' activities include work structure, staff relations, student relations, safety and order, plant and equipment, community relations, institutional relations, and institutional ethos. Principal Grace Lancaster's routine behaviors involved communicating; scheduling, allocating resources, and organizing; monitoring; and governing. Lancaster's primary target was work structure. Teachers perceived her as a supportive and effective intermediary with the district bureaucracy. Lancaster used her nonauthoritarian leadership style to create a safe, pleasant environment for staff and students, which allowed them opportunities to make choices. (Contains 64 references.) (MLH)

ED 373 397 EA 025 992

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #5: Jonathan Rolf, Principal of a Suburban Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 110p.; Prepared under the "Instructional Management Program". For Volume 1 ("Methodology") and the other case studies, see EA 025 987-994.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Behavior Patterns; Case Studies; *Communication (Thought Transfer); Early Adolescents; Educational Environment; Ethnography; *Instructional Leadership; Interpersonal Competence; Junior High Schools; Leadership Styles; Parent Aspiration; Parent Teacher Cooperation; *Principals; Qualitative Research; *Suburban Schools; Work Environment
IDENTIFIERS- *California (San Francisco Bay Area)

This case study presents findings from a year-long ethnographic study of a suburban elementary school principal. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings to investigate the instructional management role of principals. Although previous research offers disparate viewpoints about the potency of principals as instructional leaders and managers, this series finds that principals can significantly alter their schools' instructional systems and students' social and academic experiences. Using observations of principals' activities and interviews with students and staff, the seemingly chaotic behavior of principals may be construed as purposive. Activities comprise nine categories (goal setting and planning; monitoring; evaluating; communicating; scheduling, allocating resources, and organizing; staffing; modeling; governing; and filling in). The purposes or targets classroom observations, documents, principal reports and interviews, and a school survey. Findings indicate that the six schools gave the most consistent and comprehensive attention to implementing a quality program based on developmentally appropriate practice. Besides the above component, the schools uniformly rated the following program elements as very important: a focus on language and literacy, use of a variety of authentic assessment techniques, school leadership for innovations, family involvement, and school board support for change. These findings suggest that successful restructuring efforts must occur simultaneously in a number of components in order for changes to accumulate into a sustained effort. Further recommendations are offered. Appendices contain site profiles, a self-diagnostic survey, and a data matrix of the components by site. (LMI)

ED 373 417 EA 026 026

Odden, Allan; Odden, Eleanor
School-Based Management--The View from "Down Under."
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Foreign Countries; *Institutional Autonomy; Participative Decision Making; *School Based Management; School Restructuring; State School District Relationship; Teacher Role
IDENTIFIERS- *Australia (Victoria)

In the Australian state of Victoria, virtually all decisions about spending, curriculum, and personnel are made at the school level. Victoria's experience in developing a system of school-based management (SBM) and shared decision making offers a perspective on school reform efforts in the United States. Underlying the school restructuring trends in both countries are some common assumptions: that schools must dramatically raise the performance of all students; that they should be delivering a curriculum centered on problem-solving and other higher-order thinking skills; and that to accomplish this, schools need to be restructured. This brief outlines some features of Victoria's experience that may be relevant for reformers elsewhere. It is compared to the "high involvement" model of decentralization, which calls for the development of four critical resources within each unit--information, knowledge and skills, power, and rewards. Data were obtained through interviews conducted with state and local school officials, union leaders, and university professors. Interviews were also conducted and other data collected at eight Melbourne schools--four primary and four secondary schools. The findings support the tenets of the high-involvement framework; specifically, if decentralization is accompanied by information, knowledge, power, and rewards and includes all teachers in decision making, then school productivity is likely to increase. Each of the schools experienced change in management, organization, and curriculum. However, Victoria has not developed a powerful reward system that encourages teachers to work toward schoolwide goals for student achievement. Teacher testimony and an increase in the high school graduation rate indicate improved student achievement. (LMI)

ED 373 418 EA 026 027

Proposition 174 are highly uncertain. Voting for the proposition may help to avoid a fiscal crisis. However, if relatively few students shift to private schools, or if certain provisions of the initiative are interpreted in certain ways, the proposition could actually worsen California's fiscal situation and simultaneously reduce the resources available to each public school pupil. Voting against the measure, however, may court the serious risk that there is no better option for heading off the state's looming fiscal crisis. Until all four players in the debate--voters, courts, parents, and the state--have exercised their influence, the initiative's fiscal impact is unknown. Twenty-one figures and 13 tables are included. Appendices contain projection models and a copy of Proposition 174. (LMI)

ED 373 436 EA 026 046

Adams, Bradley P.
Wisconsin Public School Buildings, 1991-1993.
PUB DATE- Mar 94
NOTE- 403p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Building Plans; Construction Costs; *Educational Facilities; *Educational Facilities Planning; Elementary Secondary Education; *Facility Expansion; Public Schools; *School Buildings; *School Construction; Site Development; State Action
IDENTIFIERS- *Wisconsin

This eighth edition of "Wisconsin School Buildings" contains basic data and floor plans for each new construction project reported as being completed during 1991-93. It includes 146 projects, 46 of which were new free-standing buildings. A survey of Wisconsin school districts provides evidence of a continuing need in planning for school-building replacement in the state. Over 50 percent of the districts responding reported that they were currently involved in facility planning that might lead to a building project within 5 years. Information is also provided on individual districts' stages in the planning process, the success rates of school building referenda for 1991-93, reasons for the success or failure of such referenda, the types of proposed building projects, and the number approved through referenda. The schools are grouped according to grade level and whether they are new or replacement buildings. Each section includes a floor plan, general information, features, a brief project description, and a contact person. (LMI)

ED 373 437 EA 026 047

Connor, Kim; Melendez, Melinda
Education Reform Briefing Book. Volume I, First Edition. Education Reform in Review and Emerging Education Issues in California.
PUB DATE- Jul 94
NOTE- 138p.; For Volume II, see EA 026 048. Appendix E contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Educational Change; Educational Policy; *Educational Trends; Elementary Secondary

(150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cross Cultural Studies; *Educational Administration; *Educational Research; Elementary Secondary Education; Foreign Countries; *Leadership; *Management Development; School Administration; Theory Practice Relationship

This article presents a survey of the state-of-the-art in leadership theory and research in educational administration. First, it reviews major issues in educational leadership: defining the concept, building a knowledge base, choosing methodologies and analytical approachers, and training educational leaders. Second, it treats theory in educational leadership by focusing on general considerations, by surveying recent studies of educational leadership (1980-91), and by discussing some important recent international perspectives. Third, it treats research in educational leadership by again looking at general considerations, by surveying the same recent studies of educational leadership, and by outlining some important recent international research initiatives. Fourth, it lists emergent trends in educational leadership research. Finally, it presents possible directions for future research. (Author)

ED 373 455 EA 026 070

McKersie, William S.
Sectorial Relations & Chicago School Reform: A Preliminary View from the Foundation Sector. A Working Paper.
PUB DATE- Apr 94
NOTE- 36p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Donors; Educational Economics; *Educational Policy; Elementary Secondary Education; *Nonprofit Organizations; Organizational Theories; *Philanthropic Foundations; *Private Financial Support; *Private Sector; School Restructuring; School Support
IDENTIFIERS- *Chicago Public Schools IL

Are sectorial relations among nonprofit organizations, business, and government truly dependent, or are they instead a complex mix of dependent and independent actions? This working paper is based on a dissertation in progress, which is a comparative analysis of how private foundations influence the reform of urban public education. It compares the role of Chicago-based foundations during three phases of the 1988 Chicago School Reform Act--development (1986-88); passage (1988-89); and implementation (1989-93). Specifically, the research seeks to identify the nature and consequences of the behavior of 10 Chicago foundations regarding the development, passage, and implementation the Chicago Reform Act. The participant-observation study obtained data through interviews and document analysis. The Chicago case demonstrates that the true balance between sectorial independence and dependence lie somewhere in the middle. Four examples of foundation behavior are presented that illustrate how independence and dependence have coexisted in Chicago's scenario of sectorial relations. As with so many issues in complex, fast-moving public policy arenas, it may be that ambiguity and uncertainty are unavoidable. One figure is included. (LMI)

ED 373 456 EA 026 071

ED 373 474 EC 303 242

Esses, Victoria M.; And Others
Determinants of Attitudes toward People with Disabilities.
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the 1993 Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Amputations; Attitude Change; *Attitudes; Attribution Theory; Beliefs; *Depression (Psychology); *Disabilities; Disability Discrimination; Mental Disorders; Models; Research Methodology; Sex Differences; Stereotypes
IDENTIFIERS- *Attitudes toward Disabled

This study examined the applicability of a multicomponent model to understanding the bases of attitudes toward people with disabilities. The 108 students (65 females, 43 males) reported their attitudes toward three groups -- amputees, people with AIDS (Acquired Immune Deficiency Syndrome), and the chronically depressed. They also completed measures of four potential components of attitudes toward the groups: (1) stereotypes, (2) symbolic beliefs, (3) emotions, and (4) attributions of control. Results demonstrated that, although the components accounted for a significant proportion of the variance in attitudes toward all groups, the pattern of prediction of attitudes differed considerably among groups. Findings indicate that men had less favorable attitudes toward people who are chronically depressed than did women, with perceived control being the sole predictor of men's attitudes toward this group. Results suggest that the elimination of prejudicial attitudes will require a heterogeneous approach since components of attitudes appear to be strongly dependent on the type of disability in question. Discussion focuses on the nature of attitudes toward people with disabilities and on potential means of eliminating prejudicial attitudes. (DB)

ED 373 475 EC 303 243

Williams, Dennis
Traumatic Brain Injury: When Children Return to School.
PUB DATE- 94
NOTE- 27p.; For a related document, see EC 303 244.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Control; Attention Span; *Behavior Change; Behavior Problems; *Classroom Techniques; *Cognitive Processes; Definitions; Elementary Secondary Education; *Head Injuries; Intervention; Memory; Metacognition; *Neurological Impairments; Rehabilitation; Student Characteristics; Symptoms (Individual Disorders)
IDENTIFIERS- *Behavior Management

This guide addresses issues concerned with the reintegration of students with traumatic brain injuries (TBI) into the classroom. It first provides a definition of TBI and identifies characteristics of students with TBI. The guide then discusses

Diagnosis; Early Intervention; *Evaluation Methods; *Hearing Aids; *Hearing Impairments; Infants; Partial Hearing; Toddlers

This paper addresses three areas related to amplification for infants and toddlers with hearing impairments: (1) identification issues as they relate to early amplification; (2) selection of amplification; and (3) assessment of aided function. Identification issues discussed include the goal of early identification of hearing loss and the impact of technology. The paper addresses the following aspects of selection and fitting of amplification systems: formula approaches for fitting gain and output; facilitating adjustment to amplification; and recent expansions in fitting amplification. Finally, behavioral and objective methods of assessing aided hearing performance are described. The paper stresses that early intervention is now feasible on almost any patient given current technology and that the involvement of parents or caregivers at all stages is essential to the success of assessment and amplification selection and fitting. Contains 60 references. (DB)

ED 373 494 EC 303 263

Pederson, Sally; Wilk, Sarah
Iowa Behavioral Initiative: How Can Schools Better Serve Students with Behavioral Needs? What Families Have To Say: A Survey Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 30 Jun 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Disorders; *Behavior Problems; Community Role; Elementary Secondary Education; *Needs Assessment; *Parent Attitudes; Parent School Relationship; Participant Satisfaction; *School Effectiveness; Stress Variables
IDENTIFIERS- *Family Needs

Nineteen families participated in a telephone survey concerning how schools can better serve students with behavioral needs, including students with behavior disorders, attention deficit disorders, hyperactivity, learning disabilities, mental disabilities, and pervasive developmental disorders. This report summarizes parent comments, with excerpts on the following concerns: effect of behavior problems on the child's education; the effectiveness of the school; behavior problems outside of school; sources of family support outside of school; effects of children with behavioral needs on family life; support received and needed from schools; dreams parents have for their children; and suggestions for schools and communities (e.g., schools are urged to train teachers in behavior management techniques and communities need to make accommodations in recreational programs). Appendices provide graphs showing participant characteristics as well as the family survey questionnaire. (DB)

ED 373 495 EC 303 264

Diamond, Nancy C.
Increasing the Number of Actively Involved Parents in the Education of Their Special Needs Child.
PUB DATE- 94
NOTE- 92p.; Ed.D. Practicum Report, Nova University.

long distance technical assistance on teacher implementation of an intervention designed to increase child-child social interaction. Subjects were 10 preschool special education teachers and 40 preschool-aged children (some developing normally and some with mild to moderate developmental delays) in rural south central Illinois. Teachers were provided with training on implementing Group Friendship Activities, an empirically validated procedure for increasing social skills of young children with disabilities. Group Friendship Activities are typical preschool games, songs, and activities that have been modified to include a response which expresses affection. Teachers were then provided with a video training tape follwed by three on-site visits over a 10-week time period. Results indicated that teachers implemented the Group Friendship Activities with a high degree of integrity, and changes in child social interaction skill were observed. There was a wide range in how many different activities were used, how many days the activities were actually conducted, and the number of peers with age-appropriate social skills that were included. The number of peers with age-appropriate social skills was the best predictor of gains in child social interaction skills. A figure and six tables with information related to the study, including a copy of the teacher data collection sheet is appended. (Author/JDD)

ED 373 514 EC 303 283

Mann, Michael P.; And Others
An Evaluation of a Program for Keeping Emotionally Disturbed Kids in the Community.
PUB DATE- 23 Feb 94
NOTE- 14p.; Paper presented at the Governor's Conference on a Continuum of Care for Emotionally Disturbed Children (Charleston, SC, February 23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Agency Cooperation; *Behavior Disorders; Children; *Community Programs; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Family Problems; Human Services; *Program Development; Program Evaluation; Social Integration
IDENTIFIERS- *Child and Adolescent Service System Program; *Mississippi

This Child and Adolescent Service System Program (CASSP) project implemented by the Division of Children and Youth Services of the Mississippi Department of Mental Health aimed to develop a community-level program to increase knowledge about the effectiveness of different community strategies for the development of improved systems of care for children and adolescents with, or at risk of, serious behavioral/emotional or mental disorders. Two communities were selected for the 3-year project, and coordinating and planning teams were established, comprised of school district, health department, social services, juvenile court, mental health, and family representatives. Evaluation of the first year of the project revealed that it had accomplished the following: (1) financing strategies in the two targeted counties were developed; (2) interagency agreements were signed by major child-serving agencies; (3) family empowerment activities were implemented; (4) local-level CASSP coordinators provided in-service training to local teams from the two counties, in the areas of family crisis intervention, respite care, and therapeutic foster care;

Urge to Legislate" (Betty Lou Dubois); "The Navajo Language Today" (AnCita Benally and T. L. McCarty); "American Indian Language Policy" (Ofelia Zepeda); "Legal Background and History of the English Language Movement" (Barnaby W. Zall and Sharon McCloe Stein); "Is Language Choice a Constitutional Right?: Outline of a Constitutional Analysis" (James Weinstein); "Bilingualism and the Constitution" (John Trasvina); "Language and the Law in the Classroom: Bilingual Education and the Official English Initiative" (Rachel F. Moran); "Language Rights as Collective Rights" (Joseph E. Magnet); and "On Walling In and Walling Out" (The Honorable Noel Fidel). Six appendices covering amendments, initiaties, and resolutions; the Treaty of Guadalupe Hidalgo, article VIII; congressional hearings; the New Mexico state Constitution--Articles XII, XX; and representitive data are included. (MSE)

ED 373 533 FL 022 072

Project Clinico. Final Evaluation Report, 1992-93. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Consultation Programs; Elementary Education; English (Second Language); Federal Aid; Federal Programs; Inservice Teacher Education; *Limited English Speaking; *Parent Education; Parent Participation; Program Effectiveness; Program Evaluation; *Special Education; Staff Development
IDENTIFIERS- New York City Board of Education

Project Clinico, a federally-funded bilingual education project, served 356 special education students of limited English proficiency in its second year of operation at six elementary schools in New York City (New York). The project provided special and modified instructional services for these students, consultation and training to teachers, paraprofessionals, and support team members, and parent activities. It offered a language enrichment program to participating students and parents to promote parental support of student work at home. While the project had only third-year objectives, significant progress toward achievement of them was noted. Objectives were for student achievement, consultation intervention, staff training, and parent involvement. The primary recommendation for program improvement at this stage was to make greater effort to reach out to parents and encourage their participation in training activities. (MSE)

ED 373 534 FL 022 094

Bodomo, Adams B.
Complex Predicates and Event Structure: An Integrated Analysis of Serial Verb Constructions in the Mabia Languages of West Africa. Working Papers in Linguistics No. 20.
PUB DATE- 93
NOTE- 148p.; Thesis, University of Trondheim, Norway. Map on page 110 may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *African Languages; Foreign Countries; *Grammar; *Language Patterns; Language Research; Language Variation; *Semantics; Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages; *Verbs

(Phonology); Structural Linguistics; *Suprasegmentals

This study investigated the effect of multilingual linguistic experience on the perception of Japanese durational contrast by learners of Japanese as a foreign language at the basic level. Five monolingual and five multilingual learners listened to recorded sentences containing the utterances /iken/ or /ikken/ and were asked to identify which of the two utterances was employed in each sentence. Amongst the multilingual subjects, some spoke languages that utilize segmental durations phonemically, whilst some spoke languages that did not. Although the results indicated superior perceptual performance by multilingual learners over monolingual learners, there was no significant difference between the two types of multilingual subjects. The results support the hypothesis that not only specific but also non-specific, broadened linguistic experience can result in increased perceptual performance. Other results and their implications are discussed. (Contains 29 references.) (MDM)

ED 373 554 FL 022 354

Davies, Sheena; Parkinson, Brian
Peer Observation and Post-Lesson Discussion.
PUB DATE- 94
NOTE- 22p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Coding; *Discourse Analysis; Higher Education; Language Patterns; Language Styles; *Language Teachers; Peer Relationship; Speech Acts; *Teacher Attitudes; *Teacher Evaluation; *Teaching Methods

This paper describes a collaborative project that sought to combine teacher development and illuminative research. Eight teachers on a general English course, working in pairs, observed each other's lessons and then held discussions, which were recorded and analyzed both quantitatively and qualitatively. Published coding systems were used by the teachers during the observation of their colleague's lesson, while a two-dimensional coding system (covering topics and speech acts) was developed for the quantitative analysis of the post-lesson discussions. Teachers reported that the opportunity to observe their colleagues was very valuable, and that the published coding systems were useful, though at times constraining. The coding system designed to analyze the discussions, though found to be unreliable on the speech act dimension, proved helpful in illuminating patterns of interaction. (Contains 20 references.) (MDM)

ED 373 555 FL 022 355

Geranpayeh, Ardeshir
Are Score Comparisons across Language Proficiency Test Batteries Justified?: An IELTS-TOEFL Comparability Study.
PUB DATE- 94
NOTE- 18p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *English (Second Language);

policies and procedures governing management, training, and compensation of the linguist workforce. The analysis found that a significant number of linguists, about one-third, are graduating from the Defense Language Institute (DLI) without having attained the minimum language proficiency desired, at level 2, despite an overall rise in the proportion attaining this level. In addition, the military services routinely allow students not attaining this level to proceed to technical school, the next training phase. Linguists experience a decline in language proficiency, commonly as much as 25 percent, during this phase, and not all regain it. Unit-level language maintenance programs are not required, although some exist. Military service policies and procedures regarding use of language proficiency standards as a basis for compensation are found to be inconsistent. Two DOD language training schools do not coordinate commercial language courses, resulting in inefficient instruction. DOD language program information is appended. (MSE)

ED 373 575 FL 022 422

Wrigglesworth, Hazel J.; Mengsenggilid, Pengenda
Good Character and Bad Character: The Manobo Storytelling Audience as Society's Jurors. Special Monograph Issue, Number 34.
PUB DATE- 93
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Cultural Traits; Folk Culture; Foreign Countries; *Indigenous Populations; *Oral Tradition; *Personality Traits; *Sociocultural Patterns; *Story Telling; *Uncommonly Taught Languages
IDENTIFIERS- *Cotabato Manobo

Six Cotabato Manobo stories, transcribed from oral performances, are presented here. The stories selected are those frequently used to transmit highly-valued Manobo cultural goals and values, including those used as parable in establishing precedent in the formal setting of custom-law cases. An introductory chapter provides background information on the native storyteller and some characteristics of her performances, and analyzes the social role of storytelling within this culture. Some analysis of stories is also offered here. The stories follow; each includes texts in both Manobo and English, with footnotes containing cultural, historical, and linguistic information. Notes at the beginning of each story provide traditional and international context. The six story titles are: "Bad Character (Girl) and Good Character (Girl)"; "Wide-Back"; "Child of a Hermit"; "The Monkey and Terigtig-Bird"; "Tulalang"; and "The Hermit." Contains 57 references. (MSE)

ED 373 576 FL 022 426

English as a Second Language (ESL) in Alberta Schools. Student Handbook.
PUB DATE- 93
NOTE- 34p.; For the parent handbook, see ED 369 273.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Age Grade Placement; Correspondence Study; Credits;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *English (Second Language); *Inservice Teacher Education; Language Teachers; Literacy Education; Program Design; Program Development; Program Implementation; Resource Allocation; Staff Development; *Teacher Educator Education; *Volunteer Training

Based on an earlier study of approaches to training English-as-a-Second Language (ESL) and adult basic education (ABE) instructors, the current report draws implications and makes recommendations for delivering effective staff development. The five implications are that: (1) ABE and ESL teachers, volunteer instructors, and trainers will attend training when they value the content, it is based on their needs, and models adult learning principles; (2) development and use of quality materials requires time and money; (3) determining the effectiveness of training is an often ignored, although essential, component of staff development activities; (4) using a "trainer of trainers" is a cost-effective training model; and (5) understanding how adults learn is essential for ABE and ESL teachers and volunteer instructors. The report discusses the five implications in greater detail and makes specific recommendations for federal, state, and local policymakers and practitioners. Recommendations address aspects of training program design, development, and implementation, and allocation of resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 596   FL 800 799

Wrigley, Heide Spruck
Meeting the Challenges of Transition: Perspectives on the REEP/AALS Transition Project.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Literacy; Agency Cooperation; Community Organizations; *Curriculum Development; Higher Education; *Literacy Education; Outreach Programs; Program Effectiveness; Program Evaluation; Reading Instruction; Student Attitudes; Student Evaluation; Transitional Programs
IDENTIFIERS- *Arlington Education and Employment Program VA; Marymount University VA

An external, formative evaluation of a component of the Arlington Education and Employment Program (REEP), formerly Refugee Education and Employment Program) is reported. The component, AALS, is a transitional program linking the adult education program (REEP), Marymount University (Virginia), and a local community-based Hispanic organization. An introductory section summarizes program accomplishments, including extensive outreach efforts, counseling and advising, a curriculum reflecting a continuum of language learning from pre-literacy to the college level, access to technology and alternative learning techniques, transition classes within each organization, and establishment of strong links between providers. The remainder of the report describes and evaluates these aspects of the program: system-wide coordination efforts; promising practices used as part of the program; student response to the program, lessons learned, and recommendations for program improvement. These include streamlining the of a full-time coordinator, five part-time staff members, and numerous volunteers and student interns. The project served more than 30 families who participated in the program, including 12 mothers who passed the General Educational Development (GED) test and another 11 who were within 5 points of passing the GED at the program's end. Ten mothers advanced three grade levels as measured by pretest/posttest scores. Open Doors cost a total of $120,345 of which $33,061 came from private foundation and community contributions and $88,303 came from the National Institute of Literacy. (Appendixes constituting approximately 75% of this document contain the logic model of the Open Doors program, key staff members' resumes, and project-related correspondence and publicity materials.) (MN)

ED 373 155 CE 066 937

Solorzano, Ronald W.
Cognitive Skills-Based Instruction and Assessment Project. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cognitive Development; *Cognitive Style; *Curriculum Development; Educational Improvement; English (Second Language); *Lesson Plans; *Literacy Education; Outcomes of Education; *Research Utilization; Teaching Methods

This document contains the final report of a study conducted to test the feasibility of developing and implementing instructional modules--for adults in Adult Basic Education and English as a Second Language--based on information about text processing demands and task difficulty gleaned from past national adult literacy surveys. Another objective was to test the relationship between the modules and subsequent score gains on the Test of Applied Literacy Skills. Thirty-four lessons were developed in the two modules; the students who were taught with the lessons improved more than the control group. The study concluded that literacy programs can use information about cognitive tasks discovered in adult literacy surveys to improve their instructional programs. Following the 13-page report are the lesson plans that were developed. The lesson sequence by group is outlined. Each module has the following parts: lesson segment (focusing, presenting, following up, applying, evaluating), activities for each segment, material needed, and time length when applicable. (YLB)

ED 373 156 CE 066 948

Mackin, Kathleen J.; And Others
The Northern New England Social Action Theater. Literacy Theater Staff Training Project: An Evaluation. Evaluation Report.
PUB DATE- 15 Nov 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Improvisation; *Inservice Teacher Education; *Literacy Education; *Program Effectiveness; Program Validation;

DESCRIPTORS- *Adult Basic Education; Adult Counseling; *Adult Learning; Career Education; Community Programs; Curriculum Development; Distance Education; Fund Raising; Grantsmanship; Guides; High School Equivalency Programs; *Literacy Education; *Program Administration; Program Evaluation; Program Proposals; *Proposal Writing; Publicity; School Holding Power; *Staff Development; State Programs; Student Recruitment
IDENTIFIERS- 353 Project; Pennsylvania

This handbook is an introduction to the topics that adult basic and literacy education (ABLE) program administrators need to know. The 77 articles by various authors are divided into 6 sections. "A Background for the ABLE Program Administrator" covers the definition of a program administrator, a guiding philosophy, a brief history of adult education, adult education in Pennsylvania, state and federal legislation, and the future of ABLE. "Planning and Administration" topics include the following: funding; application procedures for funds; how to write a fundable grant proposal; the relationship of ABLE with the Job Training Partnership Act and Even Start; collaboration; student recruitment and retention; public awareness; reporting requirements; reporting student, staff, and program data; evaluation reports; and indicators of program quality. Topics in "Delivery Systems" include the following: managing a multiple-site program, managing a community-based literacy model, distance education, and programs in a homeless shelter, public library, patient education setting, state correctional institution, and county jail. "Staffing and Staff Development" covers leadership in hiring, supervising, and rewarding instructional team and recruiting and managing volunteer staff. "Educating Adults" addresses these topics: who students are; the adult learner; multiculturalism; intake; standardized test selection; adult learning disabilities; Tests of General Educational Development; English as a second language; workplace curriculum; family literacy; computer-assisted instruction; curriculum resources; counseling for academic and personal needs; career preparation for adult students; and alumni associations. "Professional Support" topics are literacy resource centers, graduate programs, national ABLE resource centers, and other associations and centers. The last section contains these appendixes: the administrator's essential bookshelf, an annotated bibliography; a chart of publishers of adult education curriculum resources; biographies and addresses of writers of articles in this guide; glossary; and index. (YLB)

ED 373 175 CE 066 979

Volunteer Awareness and Educational Enabling: Staff Development Project for Volunteer Literacy Tutors. 353 Special Project.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Jun 93
NOTE- 64p.; Colored paper may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Helping Relationship; Literacy Education; *Problems; *Referral; Sensitivity Training; *Staff Development; Tutoring; Tutors; Volunteers; *Volunteer Training
IDENTIFIERS- 353 Project

A project assisted volunteers and staff of the Crawford County (Pennsylvania) READ Program in increasing their personal awareness of and sensitivity to factors in the life of adult

Sam, Jimmy L.
Cherokee Nation of Oklahoma Indian Adult Education Program. Final External Evaluation. October 1, 1992-September 30, 1993.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 30 Sep 93
NOTE- 31p.; For related documents, see CE 067 013-015.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Programs; *American Indian Education; American Indians; *Cherokee (Tribe); Citizen Participation; Community Action; Curriculum Development; Individualized Instruction; Material Development; *Program Effectiveness; Program Evaluation; Student Recruitment
IDENTIFIERS- Oklahoma

The Cherokee Nation of Oklahoma was awarded a grant to provide education services to Cherokee adults in small, relatively isolated communities of northeastern Oklahoma. The program was designed to test strategies to reach and teach that population effectively. The staff of instructors were highly skilled, made the classroom less threatening to students, and provided personalized instruction. Students uniformly graded their teachers highly and were satisfied with the instructional materials as a whole. The Cherokee Nation had developed a Master Skills Checklist and curriculum that breaks down instructional materials into discrete skills for each subject matter. The curriculum presented a sequenced approach to learning that was easily used by the students and fit well with the individualized, self-paced educational model. A community organizing booklet titled "Community Organizing Strategies for Recruitment and Retention," which was developed by the project, provided a useful tool. Instructional materials presented in the book, "The Write Way," represented an excellent step in providing grammar instruction to the Native student. Seventy-one percent of teachers and administrators rated the book excellent. Evaluator recommendations included development of computer software for "The Write Way," staff workshops, and distribution of the materials developed. (YLB)

ED 373 194 CE 067 022

Harris, Elayne M.
Dreaming Reality: Small Media in Community Development as Critical Educational Practice. A Case Study of Community Narrowcasting in the Town of Buchans, Newfoundland, Canada.
PUB DATE- 92
NOTE- 274p.; Doctor of Education thesis, University of Toronto.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Education; Cable Television; *Citizen Participation; Community Action; Community Change; *Community Development; Community Education; Community Resources; Developed Nations; Economic Change; Foreign Countries; *Mass Media Use; *Nonformal Education; *Public Television; *Television Viewing
IDENTIFIERS- *Newfoundland (Buchans)

A case study documented the 6 months of intense activity related to the community narrowcasting process in Buchans, Newfoundland, and its relationship to community development for 7 years thereafter. The town collaborated with the Extension Service of Memorial University in using narrowcasting to curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of four references. Model assessment responses are provided in the instructor materials. These four objectives are addressed: define human resource management; explain the importance of human resource management as it related to the success of a business; identify the various responsibilities that make up human resource management; and describe the obligations employers have to employees. (YLB)

ED 373 210 CE 067 044

Promotion. Unit 15. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-15.
PUB DATE- 94
NOTE- 20p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; *Advertising; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; Distributive Education; *Entrepreneurship; Learning Activities; *Managerial Occupations; *Marketing; Mass Media; Postsecondary Education; Public Relations; Secondary Education; Self Employment; Small Businesses; Strategic Planning; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business promotion in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of seven references. Model assessment responses are provided in the instructor materials. These three objectives are addressed: define the concept of promotion; describe the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: factors affecting price decisions, profit margin, computing markup, pricing incentive options, and pricing strategy choices. (KC)

ED 373 227 CE 067 061

Financing the Business. Unit 11. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-11. Series No. 302-11.
PUB DATE- 94
NOTE- 37p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; *Competency Based Education; *Credit (Finance); Eligibility; *Entrepreneurship; Financial Services; Financial Support; Learning Activities; Money Management; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Business Finance; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on business financing in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: factors to consider in financing a business, determining different types of costs, and advantages and advantages of different loan sources. (KC)

ED 373 228 CE 067 062

Legal Issues. Unit 12. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-12.

Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; *Consultants; Decision Making; *Entrepreneurship; International Trade; Learning Activities; Managerial Occupations; Marketing; Networks; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses; Teaching Guides; *Technical Assistance
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on help for the entrepreneur in the PACE (Program for Acquiring Competence in Entrepreneurship) Program includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. The instructor's guide includes the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These six objectives are addressed: determine technical assistance needed for one's business; select professional consultants; work effectively with consultants; identify appropriate market contacts and technical assistance for international trade; identify networks to use in one's business; and discuss free and purchased services. (YLB)

ED 373 244 CE 067 078

Types of Ownership. Unit 7. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-07.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Decision Making; *Entrepreneurship; Estate Planning; Learning Activities; Legal Responsibility; Managerial Occupations; *Ownership; Postsecondary Education; Secondary Education; Self Employment; *Small Businesses; Taxes; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on types of ownership in the programs; (3) program evaluation; and (4) the four levels of program evaluation (reaction, learning, transfer of learning, and organizational impact). Samples for conducting each level of program evaluation are provided. Contains 11 references. (KC)

ED 373 262 CE 067 097

McCarthy, Karin; Lashman, Rebekah
Workforce Development: Building Statewide Systems. Issue Paper No. 2. Investing in People Project.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- May 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Demand Occupations; Dislocated Workers; *Employment Practices; *Futures (of Society); Human Resources; Industrial Training; Job Skills; *Job Training; *Labor Force Development; Labor Needs; Labor Utilization; Policy Formation; Postsecondary Education; Productivity; Public Policy; Retraining; *State Programs; Technical Assistance

This report is the product of a project called Investing in People, in which the National Conference of Legislatures and Jobs for the Future helped five states as they tried to develop and implement work force preparation and training strategies to meet the challenge of a competitive global economy. The report is organized in six sections. The introductory section explores the concepts of workplace modernization and work force development and suggests strategies for a new system of work force development. The second section summarizes the recommendations of several national organizations, including the Commission on the Skills of the American Workforce, the National Alliance of Business, and America's Choice Legislative Coalition. In the third section, the following principles for work force system design are listed: lifelong learning, school-to-work transition, skills standards, assessment and certification, developing high-performance workplaces, incentives, national and state employment and training boards, local employment and training boards, coordinated funding, one-stop shopping, case management, labor market information, market competition, and standards and outcome measures. The fourth section contains case studies of human resource delivery systems in New Jersey, Oregon, and New York, with information on the enabling legislation, structure and governance mechanisms, scope of delivery systems, and accountability measures. The following key policy considerations are examined in the fifth section: the structure and process of design and implementation, the political environment, private sector involvement, scope of integration, regulatory environment, financing issues, flexibility, portability, accountability, and capacity building. A short concluding section and a recommended reading list citing 14 items complete the report. (KC)

ED 373 263 CE 067 098

Systematizing the Delivery of Local Employment and Training Services. The Job Center Technical Assistance Guide.
PUB DATE- Sep 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Diagnosis; Counselors; *Evaluation Criteria; *Evaluation Problems; Mental Disorders; Mental Health; Psychiatrists; Psychologists; Therapists
IDENTIFIERS- *Diagnostic Reliability; Diagnostic Statistical Manual of Mental Disorders

This paper examines problems associated with psychiatric diagnoses. In the early 1960s, Karl Menninger and others prepared a treatise on the problems with psychiatric diagnosis, both from the standpoint of inherent weaknesses in the system and from an awareness of professional abuse of the system. The paper concentrates on three aspects of misdiagnosis: (1) inter- and intra-profession disputes over the proper target population and the complexity of intervention strategy; (2) the apparent imprecision in diagnostic classifications; and (3) professional dishonesty in assigning diagnoses for the sake of third-party payment. It is recommendd that the first issue be addressed by a major reconstruction of the diagnostic approach and by a cessation of attempts to define differences between and among subgroups of mental health professionals. Such changes would help correct the other issues by providing descriptive diagnoses which would permit more accurate support for selective intervention, enhance communication among professionals, and increase accountability. It would also inhibit unethical or dishonest diagnoses by employing a more responsive diagnostic system. The papers assert that until the profession decides to manage itself, there will always be the pressure to prostitute the profession and the clients in a system which values cost control over client service. (RJM)

ED 373 280 CG 025 554

Quality in Guidance for Adults.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Adults; Counselors; Foreign Countries; Guidance Objectives; Guidance Personnel; *Guidance Programs; Quality of Life
IDENTIFIERS- Further Education Unit (England); *Training and Enterprise Councils (Great Britain)

Individuals have increasingly recognized the role that guidance for learning and work can play in encouraging adults to achieve their educational and personal goals. This pack of materials was designed to help those who offer guidance to adults and take a pro-active approach to developing quality assurance. These seven booklets are intended for use by, among others, guidance practitioners in career and educational services; managers with a responsibility for guidance or quality in Training and Enterprise Councils (TEC); and members of guidance agency steering groups and networks. Booklet One provides an introduction to the pack along with an explanation of terms and acronyms. The second booklet explains the quality systems referred to in this series. Sections 3 and 4 offer professionals points to consider when choosing a guidance system and when implementing a strategy. Also an example is provided of a guidance quality system that has been extensively

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Educational Environment; Group Counseling; *Group Discussion; Group Dynamics; *High Risk Students; High Schools; Junior High Schools; *Peer Groups; Peer Influence; Peer Relationship; School Role; *Secondary School Students
IDENTIFIERS- *Peer Support Groups; *Student Empowerment

Peer action groups generally begin with adults who form a peer group because they are participating in the education or parenting of a common group of teenagers. This paper contains seven sections which address questions connected with establishing peer outreach groups for junior and senior high school students: (1) Who are "at-risk adolescents?" A developmental perspective; (2) How can group therapy methods be modified for school action groups? (3) What are the components of effective grouping to promote adolescent development? (4) What are our School Community Action Needs? (5) How do schedules and job descriptions affect peer group empowerment? (6) What are the differences and similarities between consultation and collaboration? and (7) How do these ideas work in practice? Numerous examples taken from a high school's peer action groups address these questions. Six appendixes provide further information on peer groups and include methods for adapting group therapy techniques to the classroom, ways to foster parent participation, a detailed example of group problem solving in a low functioning math class, specifics on a group program for transfer students, examples of school scheduling, and information on a school psychology internship program. (RJM)

ED 373 301 CG 025 718

Beyer, Sylvia
Effects of Gender and Depression on Self-Evaluations of Performance on Academic Tasks.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Meeting of the American Psychological Society (Washington, DC, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitudes; College Students; Congruence (Psychology); *Depression (Psychology); *Expectation; Higher Education; Performance; *Prediction; *Self Efficacy; *Self Evaluation (Individuals); *Sex Differences
IDENTIFIERS- Beck Depression Inventory; Gender Issues

Studies have shown that women have lower expectations for success than men. This paper presents the results of four hypotheses which address depression and gender differences in self-perception: (1) depressed subjects are more accurate in their self-perceptions than non-depressed subjects; (2) self-consistency tendencies can predict gender differences in self-evaluation--women should show stronger self-consistency tendencies than men; (3) on a masculine task, women remember more of the questions they answered incorrectly than do men; and (4) subjects will be more accurate when constantly monitoring their performance than when only evaluating their overall performance. For the study, 293 females and 174 males at the University of Wisconsin-Parkside filled out the Beck students and personnel in a university setting, 21 credited their parents with introducing them to the joys and pleasures of reading. As children move from the primary grades to the middle grades and beyond, they are confronted with more and more content material and this presents a difficulty for some. Five articles selected by M. P. Monson and R. J. Monson in the April 1994 issue of "The Reading Teacher" provide focused portraits in content areas. The articles raise the possibility of using physical objects, graphics, semantic maps, continuums, timelines, Venn diagrams, H-maps, story maps, and/or flowcharts to help students learn. Computers are also a means of learning but then some ask, is it best for a family to get so much of what software developers call "edutainment" (a combination of entertainment and education) at home rather than outside it. Most children and older students are gregarious and enjoy working with each other and their instructors. Literacy is reaching far and wide, in the homes, the schools, business, even prisons. Even adults need to learn. (Includes four figures; contains 10 references.) (TB)

ED 373 321 CS 214 425

Ediger, Marlow
Writing in the Language Arts.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biographies; Class Activities; *Creative Writing; Elementary Education; Fairy Tales; *Poetry; Student Motivation; *Writing (Composition); Writing Assignments
IDENTIFIERS- Trade Books

Pupils should participate in numerous forms and kinds of writing activities involving poetry and should hear, read, and write different forms and kinds of prose. Types of poetry that pupils can write include couplets, triplets, quatrains, limericks, free verse, haiku, and diamante. The ingredients that all types of poetry might have include onomatopoeia, alliteration, metaphors, and similes. Selected types of prose writing (such as legends, tall tales, biographies, and autobiographies) stress high degrees of creativity. Pupils should also have ample opportunities to write myths, fairy tales, and fables. Learners individually and in small groups should experience writing a variety of kinds of poetry. A reading corner in the classroom should house many trade books on different topics and reading levels. Intrinsic motivation is salient for pupils to engage in enjoyment of literature as well as to write relevant prose. (RS)

ED 373 322 CS 214 427

Fey, Marion Harris
Finding Voice through Teacher-Student Collaboration in a Feminist Research Project: Long-Term Effects.
PUB DATE- 18 Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

seem to be the central term in his philosophy and yet at the hands of some practitioners it has become a double-edged sword, wounding some students to whom it is applied as a naive practice with poorly conceived narcissistic tasks, and likewise wounding theorists and teachers who choose to apply to themselves in a sort of rebounding backlash of poorly reasoned criticism. What links the triad of expressivism, cultural studies, and spiritual composition is the common assumption underlying all tenable education: namely that educators presume a reality, a world to be improved. All education is at base ethical. As it strives to smash notions of self-direction, even social constructivism asks the student to imagine a time when humankind can stand liberated of oppressive ideologies. Though starting from different assumptions, a spiritual pedagogy finds potential points of convergence with social constructivism when it asks how the individual connects with humanity as he or she negotiates certain material conditions which are not products of culture (physical laws, ecological environments and biology). (TB)

ED 373 341 CS 214 465

Oliver, Mary
A Poetry Handbook.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Historical Materials (060)
DESCRIPTORS- *Creative Writing; English Literature; *Figurative Language; *Poetry; Poets; Revision (Written Composition); United States Literature; Writing Workshops
IDENTIFIERS- Historical Background; *Poetic Forms; Writing Development

Intended to impart the basic ways a poem is constructed, this concise handbook is a prose guide to writing poetry. The handbook talks about meter and rhyme, form and diction, sound and sense, iambs and trochees, couplets and sonnets, and how and why this should matter to any person writing or reading poetry. Interspersing history and analysis with exemplary poems (those of William Carlos Williams, Robert Frost, Elizabeth Bishop, Marianne Moore, and Walt Whitman, for example), the handbook is divided into short chapters on sound, the line, imagery, tone, received forms, and free verse. The handbook also considers the need for revision and the pros and cons of writing workshops. (NKA)

ED 373 342 CS 214 466

Foster, Cass; Johnson, Lynn G.
Shakespeare: To Teach or Not To Teach. Second Edition. Revised.
PUB DATE- 94
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Computer Assisted Instruction; *Educational Environment; Educational Policy; Educational Practices; Elementary Secondary Education; Mainstreaming; *Reading Instruction; Standardized Tests; Textbooks
IDENTIFIERS- *Educational Issues; *Professional Concerns; School Culture; Teaching perspectives

This book is a collection of commentaries on the policies and practices that shape schools. The views of a long-time teacher are presented on such educational issues as textbooks, assigned reading, and classroom discipline. The book is packed with stories about how children and teachers work together to overcome institutional missteps. The book also discusses other topics of concern to parents, teachers, taxpayers, administrators, and education policymakers, including the idea that things have remained more the same than they have changed; why computer-aided reading instruction may "zap" children's desire to read; why nursery rhymes may not be as important as E. D. Hirsch says they are; how standardized tests are dangerous to a child's well-being; mainstreaming in special education; and what really goes on in schools. (RS)

ED 373 362 CS 214 494

Perry, Susan
Allies and Competitors as Enscripted Audiences in Scientific Writing.
PUB DATE- Mar 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audience Awareness; Higher Education; Persuasive Discourse; Scholarship; *Scientific and Technical Information; Scientific Concepts; *Writing for Publication
IDENTIFIERS- Academic Discourse Communities; *Rhetorical Strategies; *Science Writing; Writing Contexts

A set of much examined scientific papers which specifically portray a controversial topic and also manifest ally-peer and competitor-peer enscripted audiences are those written by James Watson and Francis Crick concerning their discovery of the structure of deoxyribose nucleic acid (DNA). The theoretical perspective of an ally-peer and competitor-peer audience which scientist-writers enscript within their published works is a natural extension of theories of audience developed by Walter Ong, Adrea Lunsford and Lisa Ede, Jay Gragson and Jack Selzer, Lawrence Prelli and Bruno Latour. Watson and Crick's first publication, "A Structure for Deoxyribose Nucleic Acid," is a masterpiece of cautious, deferential rhetoric and was published on April 25, 1953 in the journal "Nature." As members of a small international research community or "invisible college," Watson and Crick were asking their ally/competitor peers to evaluate, write about, and discuss their text in hopes such attention would validate their proposed structure. By the time Watson and Crick wrote their second paper, they were more confident than ever about the truth of their claim to the structure of DNA. Deference appeared only through carefully inserted phrases which reflected cautious rhetoric, preventing their audience from picking up on an inappropriate, brash attitude from the lines of their text. Although written to small midwestern university and 252 individuals who worked in public and private organizations that had electronic mail systems, completed a self-report questionnaire. Results indicated that privacy was a major factor that influenced electronic mail use, that interpersonal communication factors influenced motivation to use electronic mail, and that individuals used electronic mail for a variety of purposes. Findings suggest that, since computers are increasingly being used for communication, failure to prepare students will result in a workforce that is ill-equipped for a technologically advanced work environment. (Contains 32 references and 4 tables of data.) (RS)

ED 373 381 CS 508 684

Siegel, Paul
The 1992 PBS Funding Debate: How Much Diversity Is America Willing To Pay for?
PUB DATE- Feb 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Western States Communication Association (Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Cable Television; *Cultural Differences; Discourse Analysis; Educational Television; Financial Support; Information Sources; *Mass Media Role; Moral Issues; *Political Issues; *Programming (Broadcast); *Public Television
IDENTIFIERS- Controversial Materials; Media Coverage; *Public Broadcasting Service; *Senate; Socioeconomic Diversity

The meaning of "diversity" was at the core of the U.S. Senate debate of 1991-92 concerning continued Public Broadcasting Service (PBS) funding, a debate that was both reported on and fueled by a parallel discourse on the topic in the popular press. Ideas about the diversity of programming fell into three sub-dimensions: (1) political diversity, along traditional liberal/conservative lines; (2) cultural diversity, in terms of speaker attributes and depictions of minorities; and (3) media outlet diversity, chiefly involving a comparison between programming and cable/commercial programs. Charges of media bias were leveled by both right and left. Some felt that the audience for educational programs (such as those about history, nature, or science) is duplicated on cable stations like A&E. To counter, others pointed out the popularity of PBS children's programs like "Sesame Street"--watched in most Hispanic and African-American households with children, as well as in schools and daycare centers. A parallel debate questioned whether the "elitists" were those who support or oppose government subsidies for public broadcasting. Advocates asked how much diversity can be afforded in a time of economic decline. Evidence suggests that the financial dimension of the argument was an ersatz one, a cover for the more explicitly content-specific complaints about PBS programming. The value of PBS is found in its fusion of its somewhat contradictory roles as a source of both diversity and national unity, in its niche as the "people's" network. (Contains 54 notes.) (NKA)

ED 373 382 CS 508 685

Thomas, Richard W.; Seibold, David R.
Interpersonal Influence and Alcohol-Related Interventions in the

behind principals' activities include work structure, staff relations, student relations, safety and order, plant and equipment, community relations, institutional relations, and institutional ethos. Principal Jonathan Rolf's routine behaviors chiefly involved acts of communication; monitoring; scheduling, allocating resources, and organizing; monitoring; governing; filling in; and goal setting and planning. Rolf's primary target was work structure. In a contentious setting, Rolf acted as a buffer between teachers and parents and nurtured students oppressed by parental aspirations. His instructional leadership task was to maintain the status quo. (Contains 64 references.) (MLH)

ED 373 398 EA 025 993

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #6: Florence Barnhart, Principal of an Inner-City Junior High School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 132p.; Prepared under the "Instructional Management Program". For Volume 1 ("Methodology") and the other case studies, see EA 025 987-994.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; *Instructional Leadership; Interprofessional Relationship; Junior High Schools; Leadership Qualities; Leadership Styles; *Organizational Climate; *Principals; Quality of Working Life

This case study presents findings from a year-long ethnographic study of the female principal of a secondary school in an innercity setting. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings to investigate the instructional management role of principals. Data collection involved principal observation and interviews with students, teachers, and principals. The school was characterized by a predominantly black student population, student violence, poor academic achievement, and lack of community support. Most of the principal's activities revolved around communicating the school's work structure, creating safety and order, and improving student and staff relations. However, although she effectively changed the school climate, student learning did not significantly improve. Six figures are included. Contains 64 references. (LMI)

ED 373 399 EA 025 994

Dwyer, David C.; And Others
Understanding the Principal's Contribution to Instruction: Seven Principals, Seven Stories. Case #7: Louis Wilkens, Principal of a Suburban Elementary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 139p.; Prepared under the "Instructional Management Program". For Volume 1 ("Methodology") and the other case studies, see EA 025 987-993.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role;

Naftchi-Ardebili, Shahin; And Others
The Principalship under School Reform As Perceived by Principals and Local School Councils.
PUB DATE- Sep 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Responsibility; *Administrator Role; *Board Administrator Relationship; *Educational Change; Elementary Secondary Education; *Governing Boards; Participative Decision Making; *Principals; *School Based Management; School Restructuring
IDENTIFIERS- *Chicago Public Schools IL

The 1988 School Reform Act (Illinois PA 85-1418) mandated that Chicago's public schools be managed locally by school-based management councils. Principals in Chicago public schools work with their local school councils (LSCs) to effect plans concerning school management, budgeting, school improvement, staffing, and curricular concerns. This report presents findings of a study that investigated Chicago principals' and school councils' perceptions of the principalship under school reform. Data were derived from two surveys, one of the principal and one of the LSC chairperson of each school. A total of 319 principals from elementary and high schools responded. Because the chairperson response was low, only the findings of the principal survey are presented. Interviews were also conducted with the principal and LSC chair at each of 25 schools. The surveys examined principals' perceptions of their roles in the following areas--administration, instructional leadership, school personnel selection, budget, school improvement plan, and leadership. Conclusions are: (1) principals' roles and responsibilities have been greatly expanded, but their degree of instructional involvement has been reduced; (2) most principals share decision-making with their LSCs, including preparation of the school budget; and (3) principals perceive their leadership role as collaborative. However, principals need help in identifying resources and in receiving training and support. Nine recommendations are offered. Twenty-two tables and an appendix containing the surveys are included. Contains 30 references. (LMI)

ED 373 419 EA 026 028

Lloyd, Patricia G.
Multiculturalism: Myths and Realities.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; Intergroup Relations; *Multicultural Education; Program Development; Program Evaluation; *Program Implementation

In recent years, educators and policymakers have been concerned with the growing need to consider implementation and maintenance of multicultural or cross-cultural educational programs in elementary and secondary schools. This article discusses the need for multicultural education and the means by which school boards can begin to implement, evaluate, or revise such programs. Common misconceptions about multicultural

Education; Governance; Policy Formation; School Demography; *School Restructuring; *State Action; State Legislation; State Programs
IDENTIFIERS- *California

In the context of the growing challenges to public education that have materialized in California over the past decade, this first of two volumes is presented as a resource document for legislators and others interested in education reform. Volume 1 looks at emerging education issues for the 1995-96 legislative session and summarizes the state's policy-making activities since 1983. It presents a summary of major education legislation over the last ten years, identifies major education reports and studies, presents the results of statewide opinion polls, and includes a demographic update of California schools. Emerging education issues include youth, school support, school structures and governance, and curriculum and instruction. Appendices contain student demographic data, a summary of major education bills passed by the California legislature (1983-93), a list of major California education studies and reports (1983-present), a comparison of the recommendations made by selected California studies and reports, and the results of recent statewide opinion polls on education. (LMI)

ED 373 438 EA 026 048

Connor, Kim; Melendez, Melinda
Education Reform Briefing Book. Volume II, First Edition. Excerpts from Selected California Education Studies and Reports, 1983-Present.
PUB DATE- Jul 94
NOTE- 252p.; For Volume I, see EA 026 047.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Diversity (Institutional); Educational Economics; Educational Facilities; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; High Risk Students; Limited English Speaking; Productivity; *School Restructuring; Teacher Shortage

This is the second of a two-volume briefing book that examines education issues in California from 1983 to the present. It includes summaries, findings, and recommendations from selected California education studies and reports published since 1983. The material is presented verbatim. Topics include: a summary of California's Education Summit; school-to-work transitions in high school career programs; development of the link between education and training to jobs; support for limited-English-speaking students; reform of categorical education programs; the school facilities crisis; language diversity; costs of K-12 education; school restructuring; the education of minority students; programs for students with learning disabilities; programs for low-achieving schools; school readiness; middle-school reform; and educational excellence. (LMI)

ED 373 439 EA 026 049

Turner, Eileen; And Others
Education-Business Links in Scotland: Patterns of Partnership.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- Feb 94
NOTE- 13p.

Ross, Steven M.; And Others
Using "Success for All" To Restructure Elementary Schools: A Tale of Four Cities.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; At Risk Persons; Early Childhood Education; *Early Intervention; Grade 1; Grade 2; Grade 3; Kindergarten; *Low Achievement; Prevention; Primary Education; *Program Evaluation; *Reading Ability; *Reading Achievement
IDENTIFIERS- *Success for All Program

The Success for All (SAF) program was designed as a K-3 preventative and intensive intervention for students at risk of failing to learn to read for the purpose of bringing every student to grade level in reading by third grade. Key program elements include individualized tutoring, regrouping across grades into homogeneous reading classes, smaller reading classes, family support, and a comprehensive reading program. This paper presents findings of a study that examined the effects of the SFA program in four cities on student reading achievement. The sites included Memphis, Tennessee; Montgomery, Alabama; Fort Wayne, Indiana; and Caldwell, Idaho. Specifically, the study sought to assess student achievement when the SFA program is introduced in settings geographically removed from program developers. A comparison of individual reading test results with those of matched control groups indicated advantages at three of the sites, with particular advantages for the lowest achieving 25 percent of students relative to their control counterparts at all four sites. Results also indicate that the SFA program can be replicated at distant locations with limited monitoring by program developers. Although there was variability in implementation quality and achievement outcomes, SFA has the following advantages: systematic procedures, comprehensive components, facilitator leadership, monitoring components, and extensive and ongoing staff development. Six figures and one table are included. (LMI)

ED 373 457 EA 026 072

Kearney, James M.
Outcome-Based Education. Final Report.
PUB DATE- 23 Jun 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Cooperative Education; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Mastery Learning; *Minimum Competencies; Peer Teaching; Performance; Tutoring
IDENTIFIERS- *Outcome Based Education

This paper presents a summary of research on outcome-based education (OBE). The first section provides an overview of the evolution and history of OBE in the United States. Other outcome-based models are described in the second section. The third section reviews research on OBE and related concepts, cognitive consequences of TBI, with emphasis on deficits of executive function, attention, and memory. Seven guidelines for classroom management of students with executive function deficits follow. A common timetable for regaining attentional skills is offered and goes from "ability to focus attention at all" through "ability to sustain attention" and finally "ability to divide attention." The variety of disturbances of memory processes is discussed as is the relationship between metamemory and working memory. One section provides specific recommendations for school re-entry such as establishment of a school team and avoidance of certain words and phrases in describing the TBI child. The role of the school psychologist in assessment of TBI children is addressed, and specific tests and subtests are recommended. Guidelines are offered for managing behavior problems (such as agitated behavior and inappropriate sexual behavior), cognitive disturbances, and problems of attention and control. The final section considers the use of compensatory systems and accommodative techniques to manage organizational and memory deficits. Contains 29 references. (DB)

ED 373 476 EC 303 244

Williams, Dennis
Seizures Following Traumatic Brain Injury in Childhood.
PUB DATE- 94
NOTE- 10p.; For a related document, see EC 303 243.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Problems; *Classroom Techniques; Cognitive Processes; Elementary Secondary Education; Emotional Problems; Epilepsy; Fear; *Head Injuries; *Neurological Impairments; *Seizures; Teaching Methods

This guide provides information on seizures in students with traumatic brain injury (TBI) and offers guidelines for classroom management. First, a classification system for seizures is presented with specific types of seizures explained. Post-traumatic seizures are specifically addressed as is the importance of seizure prevention when possible. Cognitive consequences of seizures, including the fragmenting of information organization in memory and processing impairments, are addressed. Important information for educators covers behavioral symptoms, a recommended documentation protocol, toxic effects of antiseizure drugs, and recognizing a medical emergency. Teaching implications are considered, and suggestions (e.g., permitting the child to be aware of his/her fears) are offered. Finally, recommendations for teaching students with late-onset post-traumatic epilepsy are offered. (DB)

ED 373 477 EC 303 245

White, Karl R.
Longitudinal Studies of the Effects of Alternative Types of Early Intervention for Children with Disabilities. Annual Report for Project Period October 1, 1991-September 30, 1992.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 92
NOTE- 589p.; For other reports on this project, see ED 341 210 (1991) and EC 303 246 (1993).

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; *Disabilities; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Program Development; Program Implementation; School Districts; Special Needs Students; Teacher Role

This practicum report describes the development and implementation of a program to increase parent participation in the planning and conducting of activities sponsored by the district-level special education parent advisory committee. Monthly meetings and social events were held to encourage the 250 special education families to be more involved with their children's school programs. Major difficulties were experienced in practicum implementation and only one of three outcomes was achieved. Bureaucratic problems and lack of teacher encouragement of parent participation were considered as partial causes for continuing low parent participation. The Survey of Attitude Regarding Parent Involvement and its results are appended. Contains 40 references. (DB)

ED 373 496 EC 303 265

Cormany, Ernestine E.
Enhancing Services for Toddlers with Disabilities: A Reverse Mainstreaming Inclusion Approach.
PUB DATE- 94
NOTE- 89p.; Ed.D. Practicum Report., Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Day Care Centers; *Disabilities; Downs Syndrome; *Early Intervention; Hearing Impairments; *Inclusive Schools; *Mainstreaming; Mental Retardation; Physical Disabilities; Preschool Education; Program Effectiveness; *Social Integration; Toddlers
IDENTIFIERS- *Reverse Mainstreaming

This practicum designed and developed a program to implement a reverse mainstreaming model of inclusion for 7 toddlers (ages 1 to 3) with disabilities (Down syndrome, profound mental retardation, cerebral palsy, neurofibromatosis, stroke, and hearing impairment) and 3 of their typically developing peers. Emphasis was on the provision of appropriate peer role models for toddlers with disabilities and the encouragement of an appreciation of children with differing abilities by typically developing children. The program was provided within a community day care facility. Analysis of pretest and posttest test scores (on the Early Intervention Developmental Profile) before and after 3 months of program implementation revealed that the program's seven children with disabilities improved in their social/emotional and language scores. The program's three typically developing children also showed increased social/emotional scores and no regression in other developmental domains. All families expressed appreciation for the program, felt it had been beneficial for their children, and wished to see it continue. Appendices include the parent survey form, teacher/therapist interview questions, interview questions for parents of typically developing children, the family satisfaction survey, sample newspaper publicity, the consent form, and a discipline statement. Contains 85 references. (Author/DB) and (5) services available at the community level for targeted children were developed. Plans for second and third year evaluations are discussed. (Contains 12 references.) (JDD)

ED 373 515 EC 303 284

Utah's Transition Guidelines for Students at Risk and Students with Mild/Moderate Handicaps.
PUB DATE- Mar 90
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disabilities; *Educational Practices; Education Work Relationship; Elementary Secondary Education; Guidelines; *High Risk Students; Independent Living; *Mild Disabilities; *Program Development; Staff Development; *Transitional Programs
IDENTIFIERS- *Moderate Disabilities; *Utah

These transition guidelines are designed to give Utah school districts direction in planning transition programs for Utah students at risk and/or students with disabilities. The guidelines present best practices in planning to assist these special needs students from school to life in their communities. The five-step process includes planning, personnel preparation, family/student preparation, service delivery, and follow up. Materials are provided for carrying out the 31 tasks involved in the five steps; these materials include such items as lists of critical skills for successful transition, dropout prevention strategies, instructional methods for meeting student needs, and a vocational assessment flowchart. A matrix represents a view of the transition process, with two variables: the flow of students from kindergarten to post-school, and the range of exceptionalities from at risk to moderate disabilities. The logical sequence of transition programming flows from awareness in grades K-6, exploration in grades 7-9, preparation and transition outcomes in grades 10-12, and planning and follow up in grade 12 and post high school. (JDD)

ED 373 516 EC 303 285

Utah State Plan under Part B of the Individuals with Disabilities Education Act, Fiscal Years 1993-1995.
PUB DATE- Jul 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; Educational Policy; Educational Practices; Federal Legislation; *Preschool Education; *State Programs; *Statewide Planning
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *Utah

This state plan documenting Utah's intentions to implement Part B of the Individuals with Disabilities Education Act in fiscal years 1993-95 begins with various submission statements and certifications. It then presents the following policies, procedures, and descriptions: right to education policy statement, full educational opportunities goal, child identification, individualized education programs, procedural

IDENTIFIERS- Africa (West); Dagari

An integrated analysis of the syntax and semantics of serial verb constructions (SVCs) in a group of West African languages is presented. With data from Dagaare and closest relatives, a structural definition for SVCs is developed (two or more lexical verbs that share grammatical categories within a clause), establishing SVCs as complex predicates. Based on syntactic theories, a formal phrase structure is adapted for representation of SVCs, interpreting each as a product of a series of VP adjunctions. Within this new, non-derivational, pro-expansionary approach to grammar, several principles are developed to license grammatical information flow and verbal ordering priority. Based on semantic theories, a functional account of SVCs is developed: that the actions represented by the verbs in the SVC together express a single, complex event. A new model of event structure for all constructional transitions is proposed, and it is illustrated how two types of these transitions, West African SVCs and Scandinavian small clause constructions (SCCs), conform to this proposed event structure. Further, SVCs and SCCs are used to propose a parameter of variation between serializing and non-serializing languages. A survey of the general structure of the Mabia languages is also presented. (MSE)

ED 373 535 FL 022 137

Cowles, Maria Antonia
Discussion of the Design and Implementation of the Lauder Content-Based Curriculum: Practical and Theoretical Considerations.
PUB DATE- 2 Apr 93
NOTE- 67p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, April 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; *Business Administration Education; College Second Language Programs; Course Evaluation; *Cross Cultural Training; *Cultural Awareness; Curriculum Design; Curriculum Development; French; Higher Education; Immersion Programs; *Interdisciplinary Approach; International Trade; Japanese; Languages for Special Purposes; Masters Programs; Portuguese; Program Descriptions; Program Implementation; Questionnaires; Records (Forms); Second Language Instruction; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching; *Lauder Institute of Management Internatl Studies; University of Pennsylvania

The dual-degree MBA/MA program of the University of Pennsylvania is described. The program is designed to provide future business leaders with superior international management education and prepare them to operate effectively and comfortably in the global economy through social and professional language skills and knowledge of diverse cultural environments, including business, contemporary, and traditional cultures. Description of the program includes information on program structure, admission criteria, evolution of the language and cultural perspectives program, and principles of curriculum design used for this component. Staff development needs, a current program redesign effort, and the role of content-based language learning are discussed briefly. Program elements scheduled for each semester of the 24-month program are charted, including components from the business

Foreign Countries; *Graduate Students; Higher Education; *Language Proficiency; *Language Tests; Scores; Student Attitudes; Test Format; *Test Validity
IDENTIFIERS- *International English Language Testing System; Test Equivalence; *Test of English as a Foreign Language

This paper reports on a study conducted to determine if comparisons between scores on the Test of English as a Foreign Language (TOEFL) and the International English Language Testing Service (IELTS) are justifiable. The test scores of 216 Iranian graduate students who took the TOEFL and IELTS, as well as the Iranian Ministry of Culture and Higher Education Test of English Proficiency (MCHE), from 1990-92 were compared. The study found high to moderate correlations between TOEFL and IELTS scores. Comparisons indicate that a score of 6 on IELTS is roughly equated with 600 on TOEFL, the minimum requirement for non-native speakers to gain admittance to most English-language graduate schools. A score of 6.5 on IELTS is roughly equated with 600 on TOEFL, the minimum requirement for non-native speakers to gain admittance to a linguistics department in most English-language graduate schools. The scores of the most proficient subjects on the two tests were found to be less comparable than the scores of less proficient subjects. An appendix contains a correlational matrix among subsections of the three tests. (Contains 23 references.) (MDM)

ED 373 556 FL 022 356

Lynch, Tony
The University of Edinburgh Test of English at Matriculation: Validation Report.
PUB DATE- 94
NOTE- 14p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; Outcomes of Education; *Predictive Validity; *Test Validity
IDENTIFIERS- International English Language Testing System; Test Equivalence; *Test of English at Matriculation; University of Edinburgh (Scotland)

This paper reports on a two-part evaluation of the Test of English at Matriculation (TEAM) in use at the University of Edinburgh. TEAM has been used since 1987 to identify entering non-native speakers of English who are likely to be at risk linguistically and who should receive English language support. Separate samples of candidates' scores were used to assess: (1) TEAM's concurrent validity with other measures of English language proficiency, such as the English Language Proficiency Test Battery (EPTB) and the International English Language Testing Service (IELTS); and (2) TEAM's predictive validity in relation to academic outcome. The results indicate strong correlations between TEAM and existing proficiency tests, particularly with EPTB. The findings also suggest that TEAM performs predictively as well as other measures, with scores on the TEAM listening subtest being especially indicative. (MDM)

ED 373 557 FL 022 357

Maldonado, Carmen Santos
Some Aspects of "Foreignness" in the Pronunciation of Upper

Curriculum Design; Elementary Secondary Education; *English (Second Language); Evening Programs; Foreign Countries; Grades (Scholastic); *Graduation Requirements; Grouping (Instructional Purposes); Guidance Programs; High Schools; Language Maintenance; Language Skills; Mainstreaming; Peer Relationship; *Secondary School Curriculum; Second Language Instruction; *Second Language Programs; Skill Development; Summer Programs; Testing; Time Factors (Learning)
IDENTIFIERS- *Alberta

This handbook, designed for limited-English-proficient students in Alberta (Canada) schools, provides general information on schools and curricula, high school graduation requirements, and English-as-a-Second-Language (ESL) learning. It describes the overall organization of school divisions and age-grade placement, the school year schedule, program choices, age limits to high school enrollment, general expectations of teachers and students, summer school, night school, correspondence study, awarding and accumulation of high school credits, academic class organization and numbering system, courses required for a high school diploma, grading and examinations, available counseling and guidance services, ESL instructional levels, mainstreaming, tips for native language maintenance, and techniques for learning English more quickly. (MSE)

ED 373 577 FL 022 428

Oller, John W., Jr.
Connecting Formal and Content Schemata: Some Results of Recent Work in Semiotics.
PUB DATE- Mar 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (14th, Baltimore, MD, March 5-8, 1994.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; Comprehension; *Language Acquisition; *Language Research; *Language Usage; Literacy; *Schemata (Cognition); *Schematic Studies; *Semiotics; Teaching Methods

This paper expands on schematic theory through a review of recent work in the field of semiotics. Content and formal schemata are shown to be grounded respectively in perceptual (abductive) and indexical (inductive) strategies of inference. A third kind of schemata is based on deductive generalization and referred to as abstract schemata. All three kinds of schemata are examined in relation to active interpretations of photographs, video comprehension, and discourse comprehension. It is argued that comprehension language acquisition and language use are invariably grounded in true narrative representations. These are explained and differentiated from several degeneracies, namely fictions, errors, and lies. Implications for literacy, language acquisition, and teaching are considered. Results from empirical studies conform to the prediction that abstract schemata are more powerful than formal schemata, which in turn are more powerful than content schemata. (Contains 22 references.) (Author/MDM)

ED 373 578 FL 022 429

Liu, Lening; Chu, Chauncey
Movable Adverbs, Conjunctions, and Grammaticalization of

curriculum and simplifying content, analysis of student responses to the reading component through journals and discussions, formalizing learner assessment, particularly in areas critical to transition, coordinating efforts to develop learner assessment, developing assessment standards for transition, and teaching beginning students. Additional implications for the field in general are outlined. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 597 FL 800 801

Choonoo, John
Project Mastery: A Family Literacy Program, Community School District 10. Evaluation Report, 1992-93. OER Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Elementary Education; *English (Second Language); *Family Programs; *Intergenerational Programs; *Limited English Speaking; *Literacy Education; Mathematics Instruction; Program Descriptions; Program Evaluation; Second Language Instruction

Project Mastery was a family literacy program that served 30 adults and 40 children in its first year of operation. Participants were parents and adult siblings of present and past English-as-a-Second-Language programs and students of limited English proficiency (LEP) in kindergarten through grade 5. It was designed to support English language development in both adults and children, and also provided mathematics instruction to participating children after school hours. Child care and educational activities for preschool children were added to enable parents to attend project activities. A unique program feature was intergenerational ESL literacy classes to enable newly-arrived families to develop language skills rapidly and increase parent interest in children's schooling. Participating teachers were provided with staff development opportunities. The project met its objectives for parent involvement, and partially met its objective for children's development of English language skills. Objectives for adult English language skill development and mathematics could not be assessed. Recommendations for program improvement include modifying the objective for adult English language skills for better assessment, and augmentation of children's English language skills development, particularly through peer tutoring or individualized instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 598 FL 800 802

Project EXCEL: Hotel Workers Literacy Enhancement Program. Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Hospitality Occupations; *Hotels; Interpersonal Communication; Job Skills; *Literacy Education; Organizational Communication; Program Effectiveness; Program Evaluation; Student Characteristics;

Questionnaires; Teacher Attitudes; *Theater Arts; *Training Methods

A study examined the effectiveness and replicability of staff training programs provided by the Northern New England Social Action Theater (NNESAT), whose touring component travels around the country promoting the use of improvisational theater as a means of training all levels of literacy practitioners. Questionnaires were administered at 13 NNESAT scenario presentations to some 700 adult basic education (ABE) practitioners in 8 cities and 5 improvisational workshops attended by approximately 100 trainees. Nearly all participants in the scenario presentations and improvisational workshops were interested in and pleased with the literacy training provided by the NNESAT. The troupe was praised for tailoring the issues and messages presented to specific communities/audiences, stimulating and managing audience participation, and conveying new information and skills to trainees. It was concluded that the NNESAT training program is indeed useful and replicable but could be improved by focusing on how training applies to ABE administration/teaching and student learning, providing more direction to scenario discussions, expanding the "nuts-and-bolts" training provided, and making sure participants' expectations of training sessions are accurate. (Seventeen tables/figures are included. Appended are the study questionnaires, survey administration instructions, and a list of performance sites/dates included in the evaluation.) (MN)

ED 373 157 CE 066 950

Cooper, Donna
Learn at Home: A Philadelphia Distance Learning Project. Program Year 1992-1993. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 93
NOTE- 445p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs; *Computer Assisted Instruction; Courseware; Demonstration Programs; *Distance Education; *English (Second Language); *Home Study; Inservice Teacher Education; Instructional Materials; *Literacy Education; *Partnerships in Education; Pilot Projects; Program Development; Program Effectiveness; Questionnaires; Records (Forms); School Business Relationship; Second Language Learning; Teaching Methods
IDENTIFIERS- *Pennsylvania (Philadelphia)

The Power Learning Project was a pilot test of the potential of home-based computer-assisted instruction (CAI) for adults with intermediate reading skills and adult nonnative speakers of English. Project development was made possible by a partnership involving public, private, and community-based organizations in Philadelphia. Online services were purchased from IMSATT Corporation, which sells access to the CYBIS integrated learning system (formerly known as Plato software). Each of eight test sites assigned one teacher to work with specially selected students who agreed to spend at least 6 hours weekly on computers placed in their homes. Teacher training and technology-related technical support services were provided by Drexel University's Office of Computing Services on a subcontract basis. A third-party evaluator confirmed that provision of CAI in the home was a likely factor in the achievement gains of some learners at certain test sites. It learners that may hinder or otherwise affect learning. The object was to help tutors and staff become aware of when help is needed and how to refer or provide that help without undermining the new reader's self-reliance and self-esteem. Four project activities were as follows: three half-day "Volunteer Awareness Trainings" for tutors and staff; one full-day workshop on educational enabling for 30 staff and tutors; provision of information on area agencies where referrals may be made; and helping participants find the balance between positive help and negative enabling. An informal evaluation tool was developed for use at the end of workshops to assess changes in knowledge of social services issues, value of workshops, and participants' attitudes. A follow-up evaluation was sent at the end of the program year to assess the longer-term impact of workshops on referrals made to agencies and on learner retention. Findings indicated that staff and tutors were often already sensitive to the issues faced by new readers but had little knowledge of how to aid them positively and to make referrals. (The 11-page report is followed by the agenda and handouts for the volunteer awareness and educational enabling workshops.) (YLB)

ED 373 176   CE 066 981

Newsletter Promoting Student Learning and Student Community. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Cooperative Learning; Creative Writing; *Newsletters; Student Motivation; *Student Writing Models; *Womens Education; *Writing Skills
IDENTIFIERS- 353 Project

Students and teachers in the adult basic education unit of the Lutheran Settlement House Women's Program were actively involved in production of a student newsletter. A review committee of adult students and teachers was formed to perform editorial planning and control functions. Three editions of the newsletter were produced with features designed to motivate student writing and to promote student commitment to the shared community goal of individual educational achievement. The audience consisted of students enrolled in the adult basic education courses offered at the Women's Program; the newsletter was also effective for publicity and fundraising purposes. Over 90 students contributed individual articles that were published in the newsletter; many other students participated in group writing projects. Both students and teachers participated in evaluation of the newsletter through surveys and direct interviews. Student surveys revealed that many students read all or some of the newsletter, commented positively on the issues, and provided new ideas for topics. (Appendixes include the following: publicity for a "name the newsletter" contest; correspondence to and activity sheets for teachers; newsletter submission comment sheet; and copies of the three issues of the newsletter.) (YLB)

ED 373 177   CE 066 982

Njie, Valerie

advance the community's economic renewal. Learning in the Youth Training Group, Buchans Community Television Planning and Coordinating Committee, and the community was examined. Residents identified outcomes of the process that culminated in narrowcasting the pre-taped and live programs about circumstances in, and choices for, Buchans. The most significant outcomes were restoration of belief and confidence in community resources to address problems and renewal of the social contract between community leaders and residents. Exploration of the interplay between sociocultural dynamics of the narrowcast medium and cultural action of the community highlighted three interrelated propositions: organization of communication dynamics along dimensions oriented to the development agenda, a community-wide learning process founded in democratic practice, and adaptation of a medium in a manner that countered the dominant influence of mainstream television in favor of community empowerment. The integration of these propositions created significant support for Buchans' efforts to create an alternative future. Appendixes include interview schedules, correspondence, and a diagram of a typical cable television system. Contains 181 references. (Author/YLB)

ED 373 195 CE 067 029

Ashmore, M. Catherine; And Others
PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Resource Guide. Research & Development Series No. 304.
PUB DATE- 94
NOTE- 212p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 030-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Behavioral Objectives; *Business Education; *Classroom Techniques; Competence; *Competency Based Education; Computer Assisted Instruction; Courseware; *Entrepreneurship; Glossaries; Instructional Materials; Investment; Postsecondary Education; *Program Implementation; *Resource Materials; Secondary Education; Small Businesses
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship; Small Business Administration

This guide is intended to assist vocational educators using PACE (Program for Acquiring Competence in Entrepreneurship), a comprehensive, competency-based entrepreneurship education program designed to help students develop the competencies needed to create and operate a small business. Discussed in the introduction are the premises that influenced the development of PACE and the 21 topics covered in its 3 levels. Eleven suggestions for using PACE are presented. Outlined next are the competencies and accompanying objectives of each of the PACE curriculum's 21 units. Eight instructor competencies deemed critical for effective entrepreneurship teaching are listed, and suggestions for mastering and demonstrating each competence are discussed. Included in the remaining eight sections are the following materials: 65-page glossary adapted from materials used in Small Business Administration (SBA) workshops; list of 29 printed resources organized by the 21 PACE topics; 15-page promotional mix; and discuss the importance of promotion. (YLB)

ED 373 211 CE 067 045

Selling. Unit 16. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-16.
PUB DATE- 94
NOTE- 19p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; *Advertising; Behavioral Objectives; Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; Managerial Occupations; *Merchandising; Postsecondary Education; *Salesmanship; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on selling in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of 13 references. Model assessment responses are provided in the instructor materials. These four objectives are addressed: discuss the concept of selling; examine the role of selling in small business; describe the selling process; and identify the characteristics of a successful salesperson. (YLB)

ED 373 212 CE 067 046

Record Keeping. Unit 17. Level 1. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 301-17.
PUB DATE- 94
NOTE- 24p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

PUB DATE- 94
NOTE- 31p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Administration; *Business Education; Business Skills; Civil Law; *Competency Based Education; Compliance (Legal); *Contracts; *Entrepreneurship; Learning Activities; Legal Problems; *Legal Responsibility; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Business Law; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on legal issues in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: classification of government regulations, five essential components of a contract, major types of contracts used by entrepreneurs, methods of protecting a business idea, and liability issues for a potential business. (KC)

ED 373 229 CE 067 063

Business Management. Unit 13. Level 2. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 302-13.
PUB DATE- 94
NOTE- 37p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrators; Business Administration; *Business Education; *Competency Based Education; *Decision Making; *Entrepreneurship; Interpersonal Communication; Learning Activities; *Managerial Occupations; Postsecondary Education; Secondary Education; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These four objectives are addressed: analyze the appropriate choice of ownership for one's business; identify the steps necessary to file ownership for one's business; define policies and procedures for a successful multiple-owner operation; and discuss reasons for obtaining outside assistance in ownership choices. (YLB)

ED 373 245   CE 067 079

Marketing Analysis. Unit 8. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-8.
PUB DATE- 94
NOTE- 36p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; *Decision Making; *Entrepreneurship; Learning Activities; Managerial Occupations; *Marketing; Master Plans; Postsecondary Education; Secondary Education; Self Employment; Small Businesses; *Strategic Planning; Teaching Guides
IDENTIFIERS- *Market Research; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on marketing analysis in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These five objectives are addressed: discuss the effects of a customer-driven business plan; evaluate one's potential market using decision-making tools; describe product/service decision;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Delivery Systems; *Employment Programs; *Federal Programs; *Job Training; Models; Program Administration; Program Development; Program Implementation; Program Improvement; *State Programs
IDENTIFIERS- *Job Centers; *Wisconsin

This technical assistance guide was developed to consolidate a statewide understanding of the effort to systematize the delivery of employment and training programs through the local formation of job centers in Wisconsin, and to provide a compilation, drawn from 20 local models, that explains how the programs are delivered. The guide is organized in seven parts. Part 1 presents a background and overview of the job centers programs. Part 2 identifies common ground of the programs and provides a model for joint planning structures. In part 3, instructions are given for inventorying existing programs and who is being served; a flowchart model is suggested. Part 4 suggests four actions to take in order to unify common functions (intake, assessment, case management, and employer services, with models profiled for each action. Part 5 contains an example of a local job center operation; part 6 explores three facets of job center operation--joint management, outreach and marketing, and other functions. The final section is a short summary of the job center program in Wisconsin. Three appendixes provide the following: (1) an outline of a job center overview for presentation; (2) a service site inventory tool; and (3) a Wisconsin Job Centers Service Location Directory. (KC)

ED 373 264   CE 067 099

Abadzi, Helen
What We Know about Acquisition of Adult Literacy. Is There Hope? World Bank Discussion Papers, 245.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Age Differences; Basic Skills; Cognitive Ability; *Cognitive Processes; Developing Nations; *Educational Improvement; Foreign Countries; Functional Literacy; *Literacy Education; Problems; *Student Motivation; *Teaching Methods

Literacy education experience shows that literacy is not easily disseminated to adults and that the skills of newly literate people are notable. Dropout, mastery, and retention rates are about 50 percent at each stage, so the effectiveness rate of some projects may only be 12-15 percent. To find causes for the low effectiveness of literacy programs and possible methodological improvements that can increase the effectiveness, two literature reviews were conducted on the topic of literacy in general and on cognitive correlates of age and performance. Some of the findings were as follows: (1) illiterate adults face a combination of social, motivational, instructional, and cognitive obstacles that have not yet been researched adequately; (2) smaller-scale programs are more likely to be successful than larger programs; (3) adults can acquire basic literacy at any age, but functional literacy may become increasingly difficult to acquire with age; (4) if it is indeed harder for adults to acquire functional literacy, large tested and adapted. In booklet five, the link between quality standards, occupational competence and training are explored. In the sixth folder, six examples of implementing quality systems in guidance settings are profiled. The final section lists published resources on guidance systems. (RJM)

ED 373 281 CG 025 565

Reasoner, Robert W.
Self-Esteem as an Antidote to Crime and Violence.
PUB DATE- 94
NOTE- 11p.; Prepared for National Council for Self-Esteem.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Correctional Rehabilitation; Crime; *Crime Prevention; Delinquency; Elementary Secondary Education; *Rehabilitation Programs; Self Concept; *Self Esteem; Violence

The United States suffers the highest incidence of interpersonal violence among all industrial nations, and violence among youth is increasing. While the causes of crime and violence are multiple and complex, research indicates that self-esteem is a critical factor as both a source of crime prevention and an essential element of rehabilitation and behavioral change. This paper discusses three conclusions drawn by the author about violence and self-esteem in America: (1) low self-esteem is closely associated with various forms of crime and violence, thus explaining why many rehabilitation and correction programs do not curb violent and abusive behavior; (2) programs that foster self-esteem have proven effective in reducing violence; and (3) parents, child-care providers, law enforcement officials, school personnel, and social workers need to understand the significance of self-esteem and should be trained in strategies to enhance it. After outlining the causal connection between low self-esteem and violence, the author explores various self-esteem inhibitors, such as negative school experiences. Finally, in exploring the question, "Can self-esteem be used to reduce crime and violence?," the writer cites numerous programs which enhance youth self-esteem and which bring about desirable behaviors. (Contains 40 references.) (RJM)

ED 373 282 CG 025 566

Malchiodi, Cathy A.
Using Drawings in the Assessment of Children from Violent Homes.
PUB DATE- 13 May 94
NOTE- 9p.; Paper presented at the National Children's Mental Health Conference (Jacksonville, FL, May 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Expression; *Art Therapy; *Child Abuse; Child Behavior; Children; Childrens Art; Clinical Diagnosis; Elementary Education; Family Life; *Family Violence; Violence
IDENTIFIERS- Art Therapists; *Childrens Drawings

Although many clinicians use drawing tasks to assess children who have been exposed to family violence, few professionals are aware of current research in this area. Professionals should be apprised of the graphic indicators of child abuse in drawings, Depression Inventory (BDI) and then were presented with either a feminine, masculine, or neutral gender-typed task. Subjects had to state how well they expected to do and estimate the number of correctly answered questions. Results supported the second and third hypotheses. Significantly, women more frequently revealed low confidence when they answered a question correctly than did men. Women more frequently than men remembered the questions they answered wrong, rather than correctly answered queries, and this bias is likely to adversely affect self-evaluations. Contains 66 references. (RJM)

ED 373 302 CG 025 719

Glynn, Thomas J.
School Programs To Prevent Smoking: The National Cancer Institute Guide to Strategies That Succeed.
PUB DATE- Apr 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Early Intervention; Educational Responsibility; Elementary Secondary Education; *Prevention; School Responsibility; *School Role; *Smoking; Tobacco
IDENTIFIERS- National Cancer Institute

This guide to school-based smoking prevention programs for educators is the product of five years of work to prevent cancer. The National Cancer Institute (NCI) is currently funding 23 coordinated intervention trials directed at youth. Although not all the studies are complete, sufficient results are available to recommend the most effective smoking-prevention techniques to educators. This booklet presents the results of experts convened by the NCI to review the available data on adolescent smoking prevention and to determine which prevention strategies warrant wider use. These recommendations include simple, practical lessons that should be useful to school administrators, health educators, and teachers who develop, authorize, or implement smoking prevention and who determine which prevention strategies warrant wider use. This study does not contain detailed curricula or lesson plans; instead, it offers statistics on smoking usage and trends and outlines eight strategies and eight recommendations to prevent smoking in adolescents. Also included is an annotated list of some available resources for school-based smoking programs along with some selected references. (RJM)

ED 373 303 CG 025 720

Leighninger, Matthew; Niedergang, Mark
Confronting Violence in Our Communities: A Guide for Involving Citizens in Public Dialogue and Problem Solving and The Busy Citizen's Discussion Guide: Violence in Our Communities.
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Computer Networks; Ethnography; *Feminism; Higher Education; Student Surveys; *Teacher Student Relationship; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Composition Theory; Feminist Pedagogy; Researcher Subject Relationship; State University of New York Empire State Coll; *Voice (Rhetoric); Writing Contexts

In a feminist classroom an instructor who acts as an "interested party" rather than an authority, fosters an environment of care and connection which can result in life-changing discoveries for the participants. Drawing on David Bleich's conception of a "socially generous research" that removes hierarchical barriers between teacher and student, a study questioned participants in three feminist composition courses at a de-centralized branch of SUNY Empire State College where computer networking was the primary mode of writing instruction. The courses were organized around a set of professional readings concerned with issues of power: Walker's "In Search of Our Mother's Gardens," Glaspell's "Trifles," Rodriguez's "The Achievement of Desire," and Rich's "When the Dead Awaken." Students responded to professional readings through large-group "discussion" and prepared "response writings" for small-group peer review. Sharing of personal experience among disparate individuals on the computer's free space and struggling to be understood in that public context contributed to clearer, more developed writing and also to new voices. One Spanish-speaking student who had lost her voice when forced to speak English in the public schools, found that peer collaboration on the computer allowed a special in-between space, a site for shaping voice through relationship, for responding through mind and heart. Responding to a questionnaire three years after the course was completed, many of the students maintained that the course had had fundamental effects on their lives. (Contains 10 references.) (TB)

ED 373 323   CS 214 432

Vandenberg, Peter
Keywords in Composition Studies: Intertextuality.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Cultural Interrelationships; *Definitions; Higher Education; *Writing (Composition); Writing Instruction
IDENTIFIERS- Composition Theory; Discourse Communities; *Intertextuality; Kristeva (Julia); *Pragmatism; Rorty (Richard)

Intertextuality is a term that is defined variously and, in a sense, cannot be defined categorically and should not be. The term serves as a point of departure for engaging in an academic discourse grounded in differing theoretical and institutional frames. In the wake of poststructuralism, the classical notion of a "definition," a bringing together of scattered particulars, no longer holds together. Though initially defined by Julia Kristeva as a process of constructing a text through selection and inclusion, "intertextuality" has been appropriated by scholars in composition. Using the term to support an expressivist approach, Nancy Kline encourages her students to engage with the "presence" in the text, which in

DESCRIPTORS- *Class Activities; Creative Expression; *Cultural Activities; *Drama; Elementary Secondary Education; English Literature; Teacher Role; Teaching Methods
IDENTIFIERS- *Drama in Education; Historical Background; *Shakespeare (William)

Designed to supplement the "Shakespeare for Children" series, this guidebook can be used by teachers who have no dramatic training or particular experience with Shakespeare and with students from elementary to high school. The book begins with a rationale for teaching Shakespeare to children and a comprehensive introduction which includes background on Elizabethan England. The book then presents teaching methodologies, with instructions on preparation and a 6-day presentation of the play's text. The book also contains concise directions for making scenery, costumes, and props. One effective and creative section of the book is "Activities across the Curriculum," which explores the world of Shakespeare through subjects such as social studies and science and health. This section includes activities such as crossword puzzles, a scavenger hunt, scale model-making, and warm-up games. The book suggests that these activities can be adapted for any educational level. Additional suggestions, a chronology of Shakespeare's plays, a list of Shakespeare festival locations, and a bibliography are also included. (NKA)

ED 373 343   CS 214 467

Donovan, Eileen
Furthering the Collaborative Collage.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; Higher Education; Writing Attitudes; *Writing Exercises; Writing Instruction; *Writing Processes; *Writing Strategies
IDENTIFIERS- Collaborative Writing; *Elbow (Peter)

Writing instructors who would like to move beyond the collaboration provided by workshops and peer-response groups might consider asking groups of students to write a collage together. According to Peter Elbow, a collage "consists not of a single perfectly connected train of explicit thinking or narrative but rather of fragments: arranged how shall we say?--poetically? intuitively? randomly? Without transitions or connectives...the collage invites (readers) to create actively out of their own consciousness." A college instructor asked her students to use the collage form to respond to the fractured, multivoiced narrative of William Faulkner's novel, "As I Lay Dying." If the assignment worked, however, it did so because it was preceded by several in-class creative assignments, in which students wrote in a stream-of-consciousness style. Of the six groups involved in the Faulkner assignment, two groups provided character studies, one group analyzed the phases of the journey, one group took the characters into the future, and another group analyzed characters via imagined psychotherapy sessions. All but one of the finished collages included writing modelled in the style and vernacular of the Faulkner characters. In evaluations, students were very positive about the experience, though there were a few who fell away from discuss the possibility of a mechanism for self-duplication of DNA, their second paper was also written to enhance their position in the community and to keep their proposed structure in the minds of their audience. (Contains 16 references and 3 notes.) (RS)

ED 373 363 CS 214 497

Ryder, Phyllis Mentzell
Giving or Taking Authority: Exploring the Ideologies of Collaborative Learning.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ambiguity; Cooperative Learning; Females; *Feminism; Higher Education; *Ideology; Teacher Role; *Writing Instruction; *Writing Processes
IDENTIFIERS- Collaborative Inquiry; *Collaborative Learning; Feminist Pedagogy; *Social Constructivism; Student Empowerment

If social constructionism would seem to encourage collaborative learning, it is not hard to understand why feminist instructors would align themselves with this philosophical position. In "Women's Ways of Knowing," however, M. Belenky, B. Clinchy, M. Goldberger and J. Tarule present quite different feminist justifications for collaborative learning. "Connected teachers"--the kind most appropriate for women students--"try to create groups in which members can nurture each other's thoughts into maturity." While social constructionists and the authors of "Women's Ways of Knowing" both ask students to see themselves as authorities and both lead students to construct new knowledge, the first suggest collaborative activity should center around conflict, and the others suggest it should center on connection. The difficulty with the latter view is that it could be construed to advocate female passivity; the only safe classroom for women would be one that invites critique and engagement. How can the instructor allow the uneasiness that will inevitably arise through conflict and still ensure that students feel that they can speak honestly and passionately? One way would be to make a place for ambiguity in the classroom. If students can acknowledge that constructing new truths takes time, they need not push for closure in discussions. According to "Women's Ways of Knowing," ambiguity is helpful to the woman student. (TB)

ED 373 364 CS 214 498

Rubin, Dorothy
Teaching Elementary Language Arts: An Integrated Approach. Fifth Edition.
PUB DATE- 95
NOTE- 488p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; Classroom Environment; *Classroom Techniques; Communication Skills; Elementary Education; *Elementary School Curriculum; *Language Arts;

College Environment.
PUB DATE- Jul 94
NOTE- 48p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *College Environment; Communication Research; *Driving While Intoxicated; Higher Education; *Interpersonal Communication; *Peer Influence; Sex Differences; *Undergraduate Students
IDENTIFIERS- *Communication Strategies

A study examined the interpersonal influence strategies reported by college students in two alcohol-related situations--a drunk driving intervention situation and a non-driving alcohol abuse situation. Subjects, 489 undergraduate students attending a large midwestern university, a large central midwestern university, or a mid-sized upper midwestern university, completed a 5-part questionnaire. Results indicated that: (1) students employed a variety of influence tactics when attempting to intervene in alcohol-related situations; (2) these influence strategies varied in their degree of assertiveness; and (3) students' employed multiple influence attempts in order to achieve their goal. Analyses also provided support for two hypotheses: college students reported using positively valenced strategies far more frequently than negatively valenced strategies, especially in initial intervention attempts; and negatively valenced strategies were more successful in gaining compliance from the target than were positively valenced strategies. Examination of situational and individual difference factors affecting strategy usage revealed that gender of both the influence agent and the influence target significantly impacted strategy usage, especially in initial intervention attempts, and that the goal of the influence attempt rather than the situation in which the intervention occurred contributed more to influencers' use of strategies across intervention attempts. Findings suggest that college students are faced with decisions to intervene in alcohol-related situations quite frequently, that they choose to help their drinking peers in many instances, and that persistence in the influence process is important. (Contains 113 references and 13 tables of data.) (Author/RS)

ED 373 383 CS 508 686

Coutu, Lisa M.
Feminist Methodologies and the Ethnography of Communication.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Communication Association (85th, Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; *Ethnography; *Feminism; Higher Education; *Research Methodology
IDENTIFIERS- *Feminist Scholarship; Researcher Role

This paper is an effort to explore the connections between feminist methodologies and more traditional research programs, specifically the ethnography of communication. The paper

Elementary Education; *Instructional Leadership; Intermediate Grades; Interprofessional Relationship; Leadership Qualities; Leadership Styles; *Organizational Climate; *Principals; *Quality of Working Life

This case study presents findings of a year-long ethnographic study of a principal of a suburban elementary school. It concludes one of seven studies conducted in elementary and intermediate schools in urban, suburban, and rural settings that investigated the instructional management role of principals. Data collection involved hundreds of hours of observation of principals' activities and interviews with students, teachers, and principals. The school under study was characterized by a predominantly white, well-to-do student body; poor community relations; and faculty conflict. The principal focused on changing the school's work culture to improve school climate, devoting most of his time to scheduling, organizing, allocating resources, and communicating the work structure to school staff. He also improved community relations and used informal modeling to create an environment conducive to academic success. This series of studies has found that principals can significantly change their schools' instructional systems and thereby affect the social and academic experiences of students. Thirteen figures are included. Contains 64 references. (LMI)

ED 373 400 EA 025 996

Graczyk, Sandra L.; Faux, James H.
101 Templates for School Business Administration. For Use with Lotus 1-2-3.
PUB DATE- 91
NOTE- 588p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Ancillary School Services; *Business Administration; *Computer Software; Educational Finance; Elementary Secondary Education; Flow Charts; *Management Information Systems; School Accounting; School Administration; *School Business Officials; Spreadsheets

In most school districts, the chief business official is involved in some aspect of a variety of support functions. This book provides 101 ready-made, field-tested computerized templates of applications commonly used in school business administration. The 101 school business applications and corresponding templates are described in the text and available in ready-to-use form on the accompanying microcomputer diskettes. The text provides detailed information to help administrators understand the application and customize the template with their own school district data. The templates were created using Lotus 1-2-3 and release 2 (MS-DOS format). Following the preface, 12 chapters present information on the following school business applications: finance, taxation, state aid, cash management, budgeting, energy management, capital project planning, transportation, school lunches, student counts, personnel management, and collective negotiations. Chapter 13, "Importing the Templates," explains how Lotus 1-2-3 templates can be used with other software packages, in particular, word-processing software, presentation graphics, other brands of electronic spreadsheet, and Macintosh software. (LMI) education programs are first addressed, followed by a description of multicultural education that works. The Prospect Middle School in Pittsburgh, Pennsylvania, is described next as a model for establishing a multicultural center. Suggestions are offered to school boards for developing curriculum guidelines and evaluating program outcomes. In conclusion, the goals of policies, programs, and curricula should be to help students learn, think, and behave in ways that foster democracy and mutual respect. This is the goal of American education and the charge society gives to local school boards. (LMI)

ED 373 420 EA 026 029

Ceperley, Patricia; Simon, Karen
Are Our Schools Safe? AEL Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Crime; Discipline Policy; Elementary Secondary Education; Prevention; *School Safety; *School Security; *State Action; *Violence
IDENTIFIERS- *Kentucky; *Tennessee; *Virginia; *West Virginia

Because of continued concern about school violence, this policy brief examines the trends in school violence in the context of social violence, describes efforts to make schools safe, and reports efforts to curb violence in the four-state Appalachian region (Kentucky, Tennessee, Virginia, and West Virginia). Perceptions of the extent of school violence differ. Principals tend to view it as increasing, and students and teachers in general report that they feel safe in their schools. Schools can expect to play a role in helping to reduce or prevent violence; however, they need the help of parents, community agencies, and state policymakers. Sidebars present the recommendations of the American Psychological Association (APA) Commission on Violence and Youth and of Virginia's Education Summit. (LMI)

ED 373 421 EA 026 030

Lyons, Cherie A.; Murphy, Michael J.
Principal Self-Efficacy and the Use of Power.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Individual Power; Instructional Leadership; Interprofessional Relationship; *Leadership; *Leadership Styles; *Principals; *Self Efficacy; Self Evaluation (Individuals)

The fundamental issue driving educational reform is the redistribution of power. School principals not only use their power to influence the behavior of teachers and students, but they are also affected by using power. This paper presents

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business Responsibility; *Cooperative Education; *Cooperative Programs; Corporate Support; Elementary Secondary Education; Foreign Countries; *Partnerships in Education; *School Business Relationship; Work Experience
IDENTIFIERS- *Scotland

Since the mid-1970s, schemes that provide links between education and business have burgeoned in Scotland. In 1992, the Scottish Office Education Department (SOED) decided to fund a research project that aimed to map and analyze the range and complexity of education-industry links in Scotland and to suggest the most fruitful areas for future policy development. Data were derived from interviews conducted with key individuals involved in business-education links from education authorities, the Technical and Vocational Educational Initiative (TEVA), schools, and industry. Eight case studies also examined the following topics: pupil work experience, teacher placements, enterprise activity in the primary sector, education-business development in one secondary school, education-business links from the perspective of small businesses, mentoring within a Compact, the development of education-business partnerships, and the concept of "progression" in such partnerships. Findings indicate that an enormous amount of time, money, and energy went into developing education-business links in Scotland. However, interview respondents often described initiatives as being high profile and short-term. Some patterns of partnership development are as follows: (1) cycles of economic optimism and pessimism influence policy and lead to either long-term or short-term reforms; (2) education-business links have greater impact when they are part of long-term reforms; (3) the focus of business-education partnerships keeps shifting from "relevance" to "competitive excellence"; and (4) schools adopt policy to match their own values through a process of domestication and negotiation. The case studies suggest that educational practices have not changed much in Scotland. Little consensus exists about the focus or meaning of education-business links, nor is there evidence for such partnerships' effects on the economy or on learning outcomes. Some recommendations include: evaluate the long-term learning gains and economic consequences of business-education links; integrate such links into other progressions; maintain a central resource on developments in business-education links; and build research into educational development. (LMI)

ED 373 440 EA 026 050

Brunner, C. Cryss
Emancipatory Research: Support for Women's Access to Power. Draft.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Critical Theory; Elementary Secondary Education; *Females; Hermeneutics; Inquiry; Leadership; Leadership Styles; *Power Structure; *Superintendents; *Women Administrators
IDENTIFIERS- *Postmodernism

This paper presents findings of a critical ethnography that examined the relationship between gender and the definition of including mastery learning, cooperative education, and peer tutoring. Next, 11 case studies of schools and school districts that have implemented OBE are briefly described. Criticisms are that OBE "dumbs down" the curricula; places more emphasis on student effort rather than achievement; utilizes inaccurate assessment techniques; and allows outcomes to drive the curricula. In addition, fundamentalist Christian groups oppose OBE because they believe it imposes conformity to state-mandated goals, particularly through its emphasis on affective outcomes. In conclusion, OBE has the potential to achieve meaningful reform and create a better learning environment; however, it could be used to indoctrinate beliefs and decrease student achievement in traditional academic disciplines. Although preliminary evidence indicates that the former is the more likely result, several problems remain: (1) the lack of a strong research base; and (2) the inability of school personnel to effectively communicate the rationale for learner outcomes, how outcomes will be achieved, how they will be assessed, and how they will affect students. (Contains 86 references.) (LMI)

ED 373 458   EC 303 122

Gronberg, Gary W.
North Dakota State Plan Fiscal Year 1993--Fiscal Year 1995 under Part B of the Individuals with Disabilities Education Act.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Disabilities; Early Childhood Education; Educational Legislation; *Educational Policy; *Educational Practices; Elementary Secondary Education; *Federal Aid; Federal Legislation; Long Range Planning; Program Development; Program Implementation; *State Programs; Statewide Planning
IDENTIFIERS- *Individuals with Disabilities Education Act Part B; *North Dakota

This state plan discusses programs and policies to be implemented from fiscal years 1993 through 1995 by the North Dakota Department of Public Instruction in implementing Part B of the Individuals with Disabilities Education Act. The plan document begins with federally required submissions, assurances, certifications, and other administrative materials. The plan then presents information on: right to education policy, the State's full educational opportunity goal, child identification procedures, Individualized Education Programs, procedural safeguards, confidentiality, least restrictive environment, protection in evaluation procedures, responsibility of State educational agency, comprehensive system of personnel development, private schools, recovery of funds, notice and opportunity for hearing on special education unit application, annual evaluation, description of use of Part B funds, interagency agreements, personnel standards, and new State plan requirements. Appendices include definitions of disabilities, North Dakota special education laws, Individualized Education Program guidelines, monitoring procedures, parent rights and parent consent procedures, procedural safeguards, interagency agreements, and credential requirements. (JDD)

ED 373 459   EC 303 227

LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Cost Effectiveness; *Delivery Systems; *Disabilities; *Early Intervention; Followup Studies; Instructional Effectiveness; *Longitudinal Studies; Parent Participation; Preschool Education; *Program Costs; *Program Effectiveness; Special Health Problems; Visual Impairments
IDENTIFIERS- Arkansas; Des Moines Public Schools IA; Illinois; Jordan School District UT; Louisiana (New Orleans); Medically Fragile; Ohio (Columbus); South Carolina (Charleston); Utah (Salt Lake City)

This second annual report describes activities of and presents preliminary findings of nine longitudinal studies that are a follow-up of research conducted from 1985 to 1990 by the Early Intervention Research Institute at Utah State University on the effects and costs of providing alternative types of early intervention services to children with disabilities. The nine studies being followed focus on either variations in program intensity, variations in the age of beginning intervention, or variations in program type. The studies are being conducted with various subgroups of children with disabilities (e.g., visually impaired, hearing impaired, severely disabled). The bulk of the report consists of individual reports for each of the nine studies. For each study, information is presented about the alternative forms of intervention being examined and the outcomes for the various measures of child and family functioning. The following studies are presented: (1) New Orleans (Louisiana) Visual Impairment Study #1; (2) South Metropolitan Association/Lake McHenry (Illinois) Intensity Study #2; (3) Arkansas Intensity Study #3; (4) Jordon (Utah) Intensity Study #4; (5) Salt Lake City (Utah) Medically Fragile Study #5; (6) Charleston (South Carolina) Periventricular-Intraventricular Hemorrhage Project (Medically Fragile Study #6); (7) Columbus (Ohio) Medically Fragile Study #7; (8) Des Moines (Iowa) Parent Involvement Study #8; and (9) Utah Parent Involvement Study #9. Contains 220 references. (DB)

ED 373 478 EC 303 246

White, Karl R.
Longitudinal Studies of the Effects of Alternative Types of Early Intervention for Children with Disabilities. Annual Report for Project Period October 1, 1992-September 30, 1993.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 93
NOTE- 640p.; For previous reports, see ED 341 210 (1991) and EC 303 245 (1992).
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Cost Effectiveness; *Delivery Systems; *Disabilities; *Early Intervention; Followup Studies; Instructional Effectiveness; *Longitudinal Studies; Parent Participation; Preschool Education; *Program Costs; *Program Effectiveness; Special Health Problems; Visual Impairments
IDENTIFIERS- Arkansas; Des Moines Public Schools IA; Illinois; Jordan School District UT; Louisiana (New Orleans); Medically Fragile; Ohio (Columbus); South Carolina (Charleston); Utah (Salt Lake City)

This third annual report describes activities of and preliminary findings of nine longitudinal studies on the effects and costs of providing alternative types of early intervention services to children with disabilities. The nine studies being followed

ED 373 497 EC 303 266

Smith, Donna
Including Students Who Are Physically Handicapped with Nonhandicapped Peers through Integration in Non-Academic Activities.
PUB DATE- 93
NOTE- 42p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Attitude Change; Elementary Education; *Inclusive Schools; Lunch Programs; *Mainstreaming; *Peer Relationship; *Physical Disabilities; *Social Integration; Student Attitudes
IDENTIFIERS- *Reverse Mainstreaming

This practicum was designed to increase the inclusion of elementary-level students who have physical disabilities with their nondisabled peers in art, recess, and media center activities. Regular education classes were invited to join the art activities in the self-contained class for the students with physical disabilities, and a total of four regular classes participated in at least two sessions. Disabled and nondisabled students were teamed to produce multicultural art projects using ceramic clay. Students from the self-contained classroom also attended lunch at the same time as their same-age peers, went through the lunch line with them, sat at tables with them, and cleaned their tables together. Informal evaluation indicated that regular students began greeting the special education students when they encountered them on campus and the playground. Greetings of special education students to the regular education students were limited. In the beginning, regular education students were reluctant to assist the students with disabilities, but by the end of the classes they were independently working with each other. Teachers made many positive comments about the experience. (Contains 26 references.) (Author/JDD)

ED 373 498 EC 303 267

Fulwider, Natalie Austin
Assisting Regular Education Classroom Teachers of Elementary Learning Disabled Students through Collaboration.
PUB DATE- 94
NOTE- 78p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultation Programs; Cooperation; *Cooperative Planning; Elementary Education; Instructional Development; *Learning Disabilities; *Mainstreaming; *Regular and Special Education Relationship; Resource Teachers; Special Education Teachers
IDENTIFIERS- *Teacher Collaboration

This practicum was designed to increase collaboration between special education resource room teachers and regular elementary education classroom teachers. Procedures were developed to ensure that students with learning disabilities (LD) who were placed in regular classes received appropriate instructional and assessment modifications. Training in the collaboration model was provided to resource room teachers. Resource teachers completed "Student Alert" forms which described the student's safeguards, least restrictive environment, protection in evaluation procedures, comprehensive system of personnel development, participation of private school children, placement in private schools, recovery of funds for misclassified children, Notice and Opportunity for Hearing on LEA application, annual evaluation, responsibility of SEA for education programs, confidentiality, use of federal funds, interagency agreements, and personnel standards. A Utah preschool grant application for federal assistance is appended. It includes required certifications and public participation documentation; a budget chart; and a program narrative on the use of discretionary funds, flow through funds, and administrative funds. (JDD)

ED 373 517 EC 303 286

Guidelines for Serving Students with Special Health Care Needs.
PUB DATE- Sep 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Definitions; *Disability Identification; Drug Therapy; Elementary Secondary Education; Guidelines; *Health Services; Legal Responsibility; Program Administration; *Special Health Problems; *Staff Development; State Standards; Student Evaluation; Student Placement; Teacher Role; Transportation
IDENTIFIERS- *Utah

This document provides guidance to parents, educators, and health care providers in serving Utah students with special health care needs. An introduction defines special health care needs, outlines legal responsibilities, and notes the importance of transagency collaboration. Guidelines are then offered for the identification and placement process, training and transportation, and special administrative considerations. Appendices provide sample forms, the text of the Nurse Practice Act, guidelines for administration of medication to students, a glossary, a list of training and resource materials, a list of task force members, and an order form for ordering Guidelines and Procedures for Serving Students with Special Health Care Needs. (JDD)

ED 373 518 EC 303 287

The Utah Attention Deficit Disorder Guide 1993: A Resource for Educators and Parents.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Disability Identification; Educational Strategies; Elementary Secondary Education; Eligibility; Etiology; *Intervention; *Student Characteristics; Student Evaluation; *Symptoms (Individual Disorders)
IDENTIFIERS- *Utah

administration program, master of arts program, joint credit, and non-credit elements. A brief bibliography is included. Appended materials include the student questionnaire used for redesign of the program's Western European segment and excerpts from the Japanese, French, and Portuguese instructional materials. (MSE)

ED 373 536   FL 022 152

Yamashita, Margaret Y.
Developing Native Social Intuition in Preparation for an Internship in Japan.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, April 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Business Communication; Classroom Techniques; *Cross Cultural Training; *Cultural Awareness; Foreign Countries; Higher Education; *Intercultural Communication; International Programs; International Trade; Internship Programs; Japanese; Languages for Special Purposes; Language Skills; Program Descriptions; Second Language Instruction; *Second Languages; *Social Values
IDENTIFIERS- *Japan; University of Hawaii

The program of the Japan-American Institute of Management Sciences (JAIMS) in Hawaii, a nonprofit graduate-level institution intended to support training for cross-cultural business leadership, is described and discussed. Two curricula, the Japan-focused Master of Business Administration program and the Japan-focused Management Program are offered cooperatively with the University of Hawaii. The JAIMS program goal is both to teach and expand linguistic skills and to train students to behave appropriately in a Japanese social context. A distinction is made between the underlying cultural rules of the society and the rules of etiquette, protocol, and ritual that are their surface manifestation. It is noted that realization of the importance of developing Japanese social intuition emerged from cross-cultural student-teacher conflicts in classes. As a result, specific attention is given in class to these intrinsic Japanese expectations and values: humility; indirectness; in-group/out-group consciousness; vertical relationships; distance/reservation; reciprocity/indebtedness; orderliness/neatness; and consideration/initiative. Examples are given of classroom techniques that highlight these values. It is concluded that instilling social intuition in Japan-bound students is crucial to their success. (MSE)

ED 373 537   FL 022 154

Valdivieso, Jorge
Traditional Materials and Techniques Used as Instructional Devices in an Advanced Business Spanish Conversation Class.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, April 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Intermediate English Students of Spanish.
PUB DATE- 94
NOTE- 22p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *College Students; Comparative Analysis; Foreign Countries; Higher Education; Language Attitudes; *Language Proficiency; Native Speakers; Phonology; *Pronunciation; Pronunciation Instruction; Questionnaires; Second Language Instruction; Second Language Learning; *Spanish; *Student Evaluation
IDENTIFIERS- Fossilized Language

This study sought to address three questions related to the pronunciation of Spanish by non-native speakers: (1) does the pronunciation of upper-intermediate become "fossilized?"; (2) is their a relationship between quality of pronunciation and amount of improvement?; and (3) when judging degrees of "foreignness," are linguistically trained native judges harsher than linguistically naive native judges? Eight intermediate learners of Spanish were recorded before and after a program in Spanish pronunciation, with 10 pairs of before and after sentences randomized and rated for quality of pronunciation by 4 native-speaking Spanish teachers and 4 native-speakers with no teaching or linguistic experience. The study found that although phonological fossilization was present in some subjects, it did not affect them in the same way. The results also indicated that some students benefitted considerably from pronunciation training, and that there were no significant differences in the ratings of linguistically trained and linguistically naive native judges. An appendix contains copies of a student language experience questionnaire, the rating scales, and the sample sentences. (Contains 39 references.) (MDM)

ED 373 558 FL 022 358

Pankhurst, Anne
Interpreting Metonymy.
PUB DATE- 94
NOTE- 13p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- *Definitions; Descriptive Linguistics; *Figurative Language; Foreign Countries; *Language Usage; *Literary Devices; Literature; Metaphors; Models; *Semantics
IDENTIFIERS- Dickens (Charles); *Metonymy; Woolf (Virginia)

This paper examines some of the problems associated with interpreting metonymy, a figure of speech in which an attribute or commonly associated feature is used to name or designate something. After defining metonymy and outlining the principles of metonymy, the paper explains the differences between metonymy, synecdoche, and metaphor. It is suggested that an account of conventionalized and creative metonyms, and the underlying principles common to them, must include both descriptive and analytical considerations. A relevance-theoretic framework is investigated with a view to finding further explanatory insights. Exemplification of the role and functions of metonymy in narrative fiction is presented in

Conjunctive Functions.
PUB DATE- Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Chinese Language Teachers' Association (San Antonio, TX, November 20-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adverbs; Grammar; Language Usage; *Mandarin Chinese; *Sentence Structure; *Structural Grammar; Structural Linguistics
IDENTIFIERS- *Conjunctions

This paper examines the role of movable adverbs in Mandarin Chinese. In terms of their position within a sentence, most Mandarin adverbs can be classified as movable or non-movable. While identification of either class may be based on their semantic categories or on the number of syllables, the motivation for placing a movable adverb in front of the subject rather than in front of the predicate gives prominence to its conjunctive function in discourse. The paper claims that moving an adverb to the front of a clause is a process of grammaticalization. As clause connectives generally occur between clauses, a constituent that is placed in the pre-subject position is more likely to take on a conjunctive function than anything else in that clause or in a preceding clause. Evidence supporting this claim comes from the usage of pairs such as "ke" and "keshi," and "jiu" and "jiushi." Their cognitive and structural characteristics fit snugly into the resultant features of grammaticalization, namely overlapping, asymmetry, decategorization, recategorization, and grammaticalization chain. (Contains 11 references.) (MDM)

ED 373 579 FL 022 430

Ventouratos, Despina
Enhancement of Learning through an Integrated Teaching Environment (Project ELITE) Special Alternative Instruction Program. Final Evaluation Report, 1992-93. OER Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 13 Sep 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance Patterns; *Bilingual Education Programs; *Career Counseling; Dropout Prevention; *English (Second Language); Guidance Programs; High Schools; Information Dissemination; Inservice Teacher Education; Internship Programs; *Limited English Speaking; Mathematics Instruction; Multicultural Education; Parent Education; Parent Participation; Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Staff Development

Enhancement of Learning through an Integrated Teaching Environment (Project ELITE), a federally-funded bilingual education program, served 233 students of limited English proficiency in two high schools in Queens (New York) in its second year of operation. Participating students received instruction in English as a Second Language (ESL), mathematics, science, and social studies. The project also offered students occupational information, guidance, and an internship program. Staff development activities included individual training for new teachers, workshops, training sessions, monthly meetings,

Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. The training modules offered consist of 8-10 weeks of training, at about 3 hours a week, and each module is customized for the department (housekeeping, laundry, stewarding, food and beverage, and others) targeted. The final report is a comparison of program accomplishments with eight stated objectives, with explanation of any significant problems and strategies to resolve them. For projects involving services to individuals, the number and characteristics of participants completing and not completing planned activities, and outcomes, are examined. A demographic profile is offered of the LEP worker-participants in each of seven participating hotels. Project dissemination efforts, evaluation activities, and personnel changes are also described briefly. An appendix contains analyses of individual student pre- and post-test scores, by hotel. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 599 FL 800 803

Project EXCEL: Sheraton Palace Hotel, Laundry Department. A Beginning Laundry Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Course Content; Hospitality Occupations; *Hotels; Instructional Materials; Interpersonal Communication; Introductory Courses; Job Skills; *Laundry Drycleaning Occupations; Limited English Speaking; *Literacy Education; Occupational Information; Organizational Communication; Recordkeeping; Student Characteristics; Vocabulary Development; Vocational Education; *Vocational English (Second Language); Worksheets
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module consists of seven instructional units designed for hotel laundry workers in one of the participating hotels. An introductory section provides a brief profile of the LEP laundry workers targeted by the curriculum, and notes on classroom techniques for unit presentation. The seven units contain worksheets and written exercises on these topics: describing the work and oneself; telling time; days, months, and dates; the weekly schedule; hotel linen; use of the was recommended that the program be improved by providing more teacher training, better assessment/evaluation procedures, and higher-quality software. (Appendixes constituting approximately 75% of this document contain the following: postproject teacher interviews; project evaluation/data collection forms, correspondence, and agreements/contracts; teacher training materials; teacher logs; learner logs; electronic communications between participants; and examples of CYBIS usage data.) (MN)

ED 373 158   CE 066 955

Spillane, Stephen A.; Newlin, E. W.
LEAD 2000. Learning Enhancement for Adults with Disabilities. Final Performance and Financial Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 28 Feb 94
NOTE- 121p.; For a related document, see ED 368 857.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Check Lists; Conferences; Diagnostic Tests; *Educational Diagnosis; *Educational Needs; *Learning Disabilities; *Literacy Education; *Program Effectiveness

The Learning Enhancement for Adults with Disabilities (LEAD 2000) project was undertaken at Jones Learning Center of the University of the Ozarks to build a knowledge base regarding the literacy and learning needs of adults with learning disabilities (LDs) and to develop a pragmatic action plan to meet those needs. Information for the knowledge base was obtained by holding a congress of representatives of a cross-section of public and private programs and organizations providing adult literacy and basic skills instruction and by reviewing relevant literature and assessment tools. The evaluator determined that the project had indeed enhanced the base of knowledge regarding the literacy and learning needs of adults with LDs and that the plan formulated to develop, promote, and administer standardized, uniform assessment of adults with LDs was effective. Field-based research to identify the scope and sequence of relevant tasks, conditions, and context criteria of reading proficiency and to identify remedial practices responsive to them was recommended. (Appendixes constituting the majority of this report contain the following: statement of project revenues and expenditures; LEAD 2000 conference proceedings; assessment instrument evaluation form; lists of evaluation, standardized screening, diagnostic, and prescriptive assessment instruments suggested for adult populations; and LD characteristics checklists.) (MN)

Pre-Math/Science Training for Chemical Laboratory Technologist.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Chemical Technicians; Curriculum Development; Educationally Disadvantaged; *Mathematics Instruction; Mathematics Skills; *Prevocational Education; Program Development; Program Implementation; *Reading Instruction; *Science Instruction
IDENTIFIERS- 353 Project

This document contains a project report and curriculum materials from a project that developed a model for basic math, reading, and science instruction to prepare educationally disadvantaged adults for entry into science-related training programs. The 15-week curriculum consists of reading instruction, applied basic mathematics, universal analytical/physical concepts, counseling, and world of work skills. According to the report, 40 adults with reading and math skills as low as the seventh-grade level received classroom instruction and pre-lab training geared toward gaining entrance into Bidwell's Chemical Lab Technologist or science-related training programs. Of these 40, 80 percent completed the program and 60 percent were accepted into vocational training programs. The science/math component consists of the following: a list of objectives, list of demonstrations and activities using household supplies, list of instructional materials, list of reference materials, science vocabulary listing, list of common compounds, bibliography listing nine items, and list of 27 books for additional reading. The reading component includes the following: lists of goals and objectives, planning calendar, explanation of instructional strategies, and materials on vocabulary, software, comprehension, textbook reading strategies, content-area reading, notetaking, employability, evaluation, and contents of a student reference folder. (YLB)

list of recommended audiocassettes and videocassettes; annotated lists of business software, business/professional periodicals, and resources for small business development and enhancement; detailed information on SBA services and programs (including the SBA Small Business Directory, On-Line System, Office of Advocacy); and description of the Resolution Trust Corporation's investor program. (MN)

DESCRIPTORS- Administrators; Behavioral Objectives; Bookkeeping; *Business Administration; *Business Education; *Competency Based Education; *Entrepreneurship; Learning Activities; Managerial Occupations; Postsecondary Education; *Recordkeeping; Records (Forms); *Records Management; Secondary Education; Self Employment; Small Businesses; Teaching Guides
IDENTIFIERS- *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on recordkeeping in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 1 of learning--understanding the creation and operation of a business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The student module includes the following: specific objectives, questions supporting the objectives, complete content in the form of answers to the questions, case studies, individual activities, group activities, discussion questions, assessment questions, and list of eleven references. Model assessment responses are provided in the instructor materials. These three objectives are addressed: discuss the reasons for keeping business records; identify the elements of effective recordkeeping; and describe different types of records needed by small business. (YLB)

This instructor guide for a unit on business management in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 2 of learning--planning for a business in one's future. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. Among the topics discussed in the unit are the following: role of management, pros and cons of various leadership styles, decision-making process, steps in the planning process, organizational tools for small businesses, control procedures for small businesses, evaluation methods, ethical issues, and the importance of communication. (KC)

define one's target market; and develop one's marketing strategy. (YLB)

ED 373 246 CE 067 080

Location. Unit 9. Level 3. Instructor Guide. PACE: Program for Acquiring Competence in Entrepreneurship. Third Edition. Research & Development Series No. 303-09.
PUB DATE- 94
NOTE- 28p.; For the complete set, i.e., 21 units, each done at three levels, see CE 067 029-092. Supported by the International Consortium for Entrepreneurship Education, the Coleman Foundation, and the Center for Entrepreneurial Leadership Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrators; Behavioral Objectives; Business Administration; Business Education; *Competency Based Education; *Entrepreneurship; Feasibility Studies; Geographic Location; Learning Activities; Managerial Occupations; Postsecondary Education; Secondary Education; Self Employment; *Site Analysis; *Site Selection; *Small Businesses; Teaching Guides
IDENTIFIERS- *Marketing Mix; *Program for Acquiring Competence Entrepreneurship

This instructor guide for a unit on location in the PACE (Program for Acquiring Competence in Entrepreneurship) curriculum includes the full text of the student module and lesson plans, instructional suggestions, and other teacher resources. The competencies that are incorporated into this module are at Level 3 of learning--starting and managing one's own business. Included in the instructor's guide are the following: unit objectives, guidelines for using PACE, lists of teaching suggestions for each unit objective/subobjective, model assessment responses, and overview of the three levels of the PACE program. The following materials are contained in the student's guide: activities to be completed in preparation for the unit, unit objectives, student reading materials, individual and group learning activities, case study, discussion questions, assessment questions, and references. These four objectives are addressed: select the most appropriate site for one's business; analyze one's business to determine site requirements; discuss the importance of site selection factors; and explain how to conduct a location feasibility study. (YLB)

programs should target out-of-school children and adolescents; and (5) methodological improvements can increase the effectiveness of literacy programs. The following improvements were recommended: increasing motivation, positive reinforcement early in the process, discussion of expectations with adults, development of in-class groups of different performance levels, application of reading and writing in context, increasing awareness of phonology, investment in teacher training, and division of tasks into manageable units. (Contains 176 references.) (KC)

reliable art-based assessment tools, and legal and ethical principles surrounding the use of drawing tasks in the clinical setting. This article presents general principles for the use of drawings in the assessment of children from violent homes. Because of a lack of detailed knowledge in these areas, clinicians may misinterpret children's art expressions and may be insensitive to the unique qualities of art expression in the assessment of child abuse and neglect. The paper offers resources on the use of drawings in assessment as well as suggestions for enhancing clinical skills in this area. The use of drawings for client appraisal is a complex task which requires understanding in many aspects of art expression. The clinician must uncover what the art product says about a child as well as what the child says about the creative act. The professional should consistently update his or her interpretation skills and when in doubt, should consult with a professionally credentialed art therapist. (RJM)

ED 373 283   CG 025 567

Alternative Punishments for Young Offenders. Report together with Dissenting Views To Accompany H.R. 3351. House of Representatives, 103d Congress, 1st Session.
PUB DATE- 3 Nov 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Children; *Correctional Rehabilitation; *Crime; Criminal Law; *Criminals; Delinquent Rehabilitation; Elementary Secondary Education; Rehabilitation Programs; *Young Adults; *Youth
IDENTIFIERS- *Alternative Punishments; Omnibus Crime Control and Safe Streets Act; Violent Crime Control Act 1994

This report of the Congressional Committee on the Judiciary, comments favorably on the bill H.R. 3351, an amendment to the Omnibus Crime Control and Safe Streets Act of 1968. H.R. 3351 is intended to assist the States and local governments in developing alternatives to traditional modes of probation and incarceration for certain young offenders. Such alternatives would enable probation and correctional systems to provide certainty of punishment for those 28 years and younger, in forms designed to have a greater impact on these young offenders than mere probation. The alternatives provided would also allow punishment of young offenders in settings other than traditional incarceration when it is appropriate and consistent with the demands of public safety. This report, directed to the full House, includes a summary of the bill's purpose, the background to the bill, and a section-by-section analysis. Also detailed is an amendment to the bill. A dissenting view to H.R. 3351 appears at the end. Attached to the report is a copy of H.R. 3351. (RJM)

DESCRIPTORS- Battered Women; *Community Involvement; Community Organizations; *Discussion Groups; Educational Environment; Group Discussion; Neighborhoods; School Security; Students; *Violence
IDENTIFIERS- *Study Circles

The first guide shows individuals how to organize a series of small-group discussions in order to help participants consider ways to prevent crime and violence in their homes, schools, and neighborhoods. Based on the concept of a study circle--small-group, democratic, and highly participatory--these groups bring people together to discuss important issues, find common ground, and develop new ways to solve problems. After some introductory notes on violence in the United States, an outline is provided for four study group sessions. Session one begins by asking how violence affects lives in the United States. In session two, discussants examine the reasons for violence in society, while in sessions three and four, participants examine what can be done to lessen violence in neighborhoods and schools. Each session features specific issues for members to address along with examples of approaches that have worked to reduce violence in some communities. Finally, further information is provided on the nature of study circles, suggestions on how to organize a circle on violence, and tips on how to lead and participate in a circle. Also provided are further readings on violence as well as resources for further action. The second guide is an abbreviated version of the first guide. (RJM)

turn is engaged with other presences. James Porter uses the term to counter romantic notions of the writer as an autonomous, creative agent, like E. G. White or Joan Didion. Paul Hunter uses the term to sidestep the problematics of "intersubjectivism," the interpersonal interaction that the discourse community theory assumes; he believes the intertextual matrix is much larger than that given discourse communities. Rather than attempting to measure these theories against some primary source to determine which one qualifies as a misreading, the scholar should, according to Richard Rorty's pragmatism, accept or reject them according to their usefulness. Rorty argues that "definitions" should not be forgotten but should be done without to the extent that it is possible. (TB)

ED 373 324   CS 214 441

Wu, Ruoyi
Writing In and Writing Out: Some Reflections on the Researcher's Dual Role in Ethnographic Research.
PUB DATE- Jul 94
NOTE- 12p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Context; Cultural Differences; *Ethnography; Feminism; Higher Education; *Participant Observation; Research Methodology; *Writing Research
IDENTIFIERS- *Researcher Role; *Researcher Subject Relationship

Novice researchers often face more peril than pleasures in the researching process, which can become even more perilous as bicultural backgrounds locate them in ambiguous and fluid positions in relation to the "native" and the research community. Such ambiguity problematizes the techniques of participant observation, revealing it as a Western ideal with the tacit assumption that a researcher is an individual who is able to study other cultures from a distance while actively participating in them. Few composition researchers have speculated on the idea that participant observation may oversimplify the diversity of those who do ethnography by decontextualizing it. For one novice researcher (brought up in China but a student in the United States) who observed an English-as-a-Second-Language (ESL) class focused on autobiographical writing, her dual role as an observer and a participant left her uneasy. This ambivalence lasted throughout the whole research process. She realized much later that at root was the conflict between the required participant observation and her cultural sense of self. What researchers need is a more fluid, process-oriented definition of the ethnographer's role based on feminist standpoint theories to acknowledge the complexity of multicultural observers and observed. (Contains 16 references.) (RS) their groups. Mixed results suggest that these projects must be closely monitored. (TB)

ED 373 344 CS 214 468

Baer, Matthias; And Others
How Do Expert and Novice Writers Differ in Their Knowledge of the Writing Process and Its Regulation (Metacognition) from Each Other, and What Are the Differences in Metacognitive Knowledge between Writers of Different Ages?
PUB DATE- Apr 94
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994) and the European Association for Research on Learning and Instruction Conference (5th, Aix-en-Provence, France, August 31-September 5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Comparative Analysis; Foreign Countries; Intermediate Grades; *Metacognition; Secondary Education; Writing (Composition); *Writing Achievement; *Writing Processes; Writing Research
IDENTIFIERS- Collaborative Writing; Switzerland

A study diagnosed the nature of different text production abilities of Swiss grade 5 and grade 9 students, and of adults, and diagnosed good and poor writers' differences within each of these three age groups. Subjects, 36 in all, were uniformly divided between 11- and 15-year-old students from the Bernese secondary school and high school teachers. The 12 subjects of each age group were made up of six good and six poor text writers. Each subject worked with an additional person as a pair. Each pair was given the task of writing an article about the art and personage of a well-known Swiss iron-sculptor. The "tutor" guided the "tutee" through the task of writing the text. The tutee had to follow the tutor's advice and was responsible for the formulation and writing down of the surface structure sentences. Subjects were videotaped as they wrote the text. Results indicated that the most dominant factor for the differences among subjects was the age factor. On the whole, the subjects from grade 5 and grade 9 were generally far more similar than expected. Grade 9 subjects, who have almost finished school, did not seem to possess a well-developed metacognitive knowledge base for writing compared to that of the adult subjects. (Contains 17 figures illustrating various aspects of data gathering, correlation analyses, and the model underlying the research.) (RS)

*Learning Strategies; Reflective Teaching; Student Needs; *Teacher Role; Teacher Student Relationship; Teaching Methods; Thinking Skills

Designed to reflect the current times, this book intends to help teachers be more effective, more knowledgeable, more creative, more accountable, and more aware of the cultural mix of children in the classroom--in short, to be better teachers. Based on sound research and psychological principles, the text emphasizes the interrelatedness of the language arts, focusing on language arts as thinking processes and on students as active consumers of information. Each of the 17 chapters begins with a scenario, key questions, and key terms. Throughout each chapter, there are various scenarios to illustrate the concepts presented. At the end of every chapter is a summary and a list of key concepts, and each subject matter chapter also contains sample lesson plans and diagnostic checklists. Part 1 (Chapters 1-3) outlines the foundation on which a language arts program should be built and deals with the role of the teacher and classroom management. Part 2 (Chapters 4-14) contains the subject matter of the language arts and discusses both the development and implementation of skills and strategies. Part 3 (Chapters 15-17) continues to deal with those factors that enhance the teaching/learning situation. This part of the book discusses various organizational patterns, stressing both techniques for individualizing instruction and the impact of computers in the language arts classroom. In addition, Part 3 presents information on the characteristics of children with special needs, with particular emphasis on at-risk, slow-learning, and gifted children. The book concludes with a glossary of relevant education terms and a section on classroom bookbinding. (NKA) discusses four major areas. The paper provides an overview of the ethnography of communication. Second, the paper discusses feminist methodologies. Third, the paper explores the areas in which feminist methodologies and the ethnography of communication converge and diverge. Fourth, the paper discusses an ethnographer of communication, focusing specifically on examples from a recent research project. The goal of the paper is to provide insight into how feminist methodologies and the ethnography of communication might inform each other. Contains 23 references. (Author)

ED 373 401 EA 026 006

Bloomer, Keir

Decentralising the Education System. Quality in Basic Education: Teacher Management Discussion Paper.

PUB DATE- Sep 91

NOTE- 16p.; Paper presented at the Teacher Management Workshop of the Zimbabwe Ministry of Education and Culture (Kadoma, Zimbabwe, April 28-May 3, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Decentralization; Educational Policy; Elementary Secondary Education; *Foreign Countries; *Governance; Government School Relationship; Institutional Autonomy; Local Government; *Organizational Change; *School Based Management

In recent years, a clear trend toward the decentralization of education has emerged in both developing and more developed countries. This paper examines issues in decentralization and identifies common factors for the transfer of power within the educational system. The paper identifies advantages and disadvantages of decentralization, identifies prerequisites of effective decentralization, presents guidelines for planning a scheme of delegation, and offers suggestions for developing a policy framework. Ways to formulate clear policy guidelines are illustrated through the use of the following examples: designating responsibility for school-level policymaking. establishing national standards, and creating local financial management. Decentralization is most easily seen at individual school levels in which clear policy statements, improved school management, and a well-defined local delegation of powers operate within a prescribed framework. (LMI) findings of a study that examined the relationship between principal self-efficacy and the principal's use of various power bases. Phase 1 involved a survey of 121 elementary, middle, and secondary principals in a large metropolitan school district in a western state. In phase 2, 25 principals from the first phase completed a self-efficacy questionnaire, and a random sample of their teachers completed a survey that described their principals' use of power. Findings confirmed the research hypothesis that efficacy was positively related to expert and referent power and negatively related to legitimate, coercive, and reward power. Specifically: (1) principals with higher self-efficacy are more likely to use internally-based power when carrying out their instructional leadership role; (2) as principal experience increases, so too does the likelihood that principals will use externally-based power; and (3) the longer principals spend in one assignment, the more likely they are to use externally-based power. Five tables are included. Contains 34 references. (LMI) power, and its use in the politicized role of the superintendent. Based on Stewart Clegg's (1988) conceptualization of power relationships as "circuits of power," the ethnography was conducted in a larger metropolitan area headed by a female superintendent. Data were obtained from nonstandardized interviews with those in male circuits of power, those in female circuits of power, and those related to the superintendent either directly or indirectly. Other data sources included document analysis and nonparticipant and participant observation. Findings indicate that: (1) women define power differently than men; (2) when women operate according to the female concept of power (viewed as "power to" rather than as "power over"), their chances to acquire positions of power increase dramatically; (3) women who attain positions of power are most successful when they adopt female approaches to power that stress collaboration, inclusion, and consensus-building; (4) to become powerful, women must become culturally bilingual (speak the language of males while remaining feminine); and (5) women are normally excluded from the male circuit of power. Contains 70 references. (LMI)

State of the States Gifted and Talented Education Report, 1994.
PUB DATE- 94
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delivery Systems; *Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; *Gifted; Middle Schools; National Surveys; School Based Management; School Restructuring; State Aid; State Departments of Education; *State Legislation; *State Programs

This report on gifted education is based on surveys returned by central education agencies in 49 states, the District of Columbia, Guam, and the Virgin Islands. The first section contains informational charts which provide a broad overview of state level services for gifted students. Included are data on the level of personnel support for the program, whether or not the state has a mandate and what the mandate requires, the number of students served by the program, and the level of financial support for these services. The second part of the report contains narrative information from state and trust territories on topics related to school reform. This section shows the impact that issues such as middle grade reform, site-based decisionmaking, and state education agency reorganization have had and are having on services to gifted students. Finally, the third section contains the names, addresses, and telephone numbers of contact persons at state education agencies and state associations. (DB) focus on either variations in program intensity, variations in the age of beginning intervention, or variations in program type. The studies are being conducted with various subgroups of children with disabilities (e.g., visually impaired, hearing impaired, severely disabled). The bulk of the report consists of individual reports for each of the nine studies. For each study, information is presented about the alternative forms of intervention being examined and the outcomes for the various measures of child and family functioning. The following studies are presented: (1) New Orleans (Louisiana) Visual Impairment Study #1; (2) South Metropolitan Association/Lake McHenry (Illinois) Intensity Study #2; (3) Arkansas Intensity Study #3; (4) Jordan (Utah) Intensity Study #4; (5) Salt Lake City (Utah) Medically Fragile Study #5; (6) Charleston (South Carolina) Periventricular-Intraventricular Hemorrhage Project (Medically Fragile Study #6); (7) Columbus (Ohio) Medically Fragile Study #7; (8) Des Moines (Iowa) Parent Involvement Study #8; and (9) Utah Parent Involvement Study #9. Contains 230 references. (DB)

strengths and weaknesses and listed necessary testing modifications for each LD student, and sent them to classroom teachers. Resource teachers and classroom teachers then collaborated in completing a Teaching/Assessment Plan (TAP) for each student, which included curriculum goals, instructional strategies, and assessment strategies. An evaluation questionnaire completed by regular education teachers at the conclusion of the practicum indicated that they changed their instructional and assessment techniques as a result of the collaboration process and felt more confident in teaching LD students. Appendices provide the questionnaires, a report card and revised report card checklist, the "Student Alert" form, a TAP document, and classroom and resource teachers' responses to the evaluation questionnaires. (Contains 27 references.) (Author/JDD)

ED 373 499 EC 303 268

Spring, Shannon Harrelson
Implementing a Transition Career Education Program for Secondary Students with Disabilities.
PUB DATE- 94
NOTE- 66p.; Ed.D. Practicum Report, Nova Southeastern University. Document contains some light type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Career Education; *Curriculum Development; *Disabilities; Employment Programs; High Schools; Independent Living; Job Skills; Job Training; Program Development; *Transitional Programs; *Vocational Education

This practicum developed a program to help students with disabilities to locate adequate employment, utilize community services, and live independently in the community. Practicum activities involved developing a comprehensive K-12 vocational curriculum, developing a policies and procedures manual for competitive/supportive employment, increasing parental support, developing a brochure describing the transition vocational career education program, establishing a county transition advisory board, establishing job training sites, training and placing secondary students with disabilities at job training sites, and training five job coaches. A total of 331 students with disabilities in grades 9-12 participated in the program. Students studied occupational skills such as resume writing and interviewing along with studying safety, use of hand tools, plumbing, electrical work, auto maintenance, small engine repair, carpentry, brick masonry, food service, business education, math for the work place, and English for the work place. Transition teachers located part-time jobs for program participants and acted as job coaches; these part-time jobs led into full-time jobs when the participants completed high school. Appendices include copies of rating scales and a summary of the vocational career education curriculum. (Contains 35 references.) (Author/JDD)

This guide is designed to help ease the educational maze in relation to attention deficit disorder (ADD) and its impact on Utah students. The guide begins with a history of ADD as a medical condition. The report then defines ADD, lists diagnostic criteria, and reviews developments in basic research concerning causes of ADD. A section on special education services for eligible students notes that ADD may not in itself qualify students for special services, but meeting related criteria for behavior disorders, traumatic brain injury, or other health impairments may. A section on educational assessment discusses the importance of multiple methods, multiple evaluators, and multiple settings and describes types of assessment instruments. A section on interventions describes school-based procedures, stimulant medication, and procedures for the home and family to address such behavioral characteristics as reducing impulsivity and decreasing overactivity. A discussion of controversial treatments/interventions and a list of 11 recommendations and conclusions complete the guide. Throughout the text, several "Pointer Boxes" list particular techniques, books, and resource materials that may be helpful. (Contains 50 references.) (JDD)

(141),Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Advanced Courses; *Business Communication; Classroom Techniques; College Second Language Programs; *Conversational Language Courses; Course Content; Course Descriptions; Dialogs (Language); Dictation; Higher Education; Instructional Materials; *Intensive Language Courses; *Intercultural Communication; International Trade; Languages for Special Purposes; Masters Programs; Novels; Periodicals; Pronunciation Instruction; Second Language Instruction; *Spanish; Speeches; Writing Instruction

IDENTIFIERS- Thunderbird Grad School of Intl Management

Spanish language training at the Thunderbird Graduate School of International Management is discussed, focusing on the instructional materials and classroom techniques used in advanced Spanish conversation classes. While traditional materials (dialogues, dictation, literature, mass media, video- and audiotapes) and learning activities (recitation, grammar exercises, composition writing, oral and written reports, role-playing, classroom presentations) are used in the intensive courses, emphasis is placed on materials addressing the professional needs of professionals in international business. Specific examples of classroom teaching techniques and materials are described, including pronunciation exercises, dictation, dialogues, magazines, composition writing, reading aloud, and study of novels. A chart indicating time allotments for activities in each day's language class is included. (MSE)

texts by Charles Dickens and Virginia Woolf. The outcome of the study shows that rhetorical, linguistic, and relevance-theoretic frameworks are all needed if metonymy, and the process of interpreting its meaning, is to be fully accounted for. (Contains 13 references.) (MDM)

ED 373 559 FL 022 359

Sikogukira, Matutin
Measuring Synonymy as an Intra-Linguistic and Cross-Linguistic Sense Relation.
PUB DATE- 94
NOTE- 12p.; For serial publication in which this paper appears, see FL 022 351.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Cross Cultural Studies; *Definitions; Descriptive Linguistics; English; Foreign Countries; French; *Language Classification; *Semantics
IDENTIFIERS- *Synonyms

This paper discusses the sense relation of synonymy, taking the view that this phenomenon should be understood as a gradual concept, a cline along which there are different degrees of synonymy. This view is consistent with the widely held opinion among semanticists that strict or absolute synonymy is rare in human language. A further step is taken to demonstrate that synonymy exist not only as an intra-linguistic sense relation but also as a cross-linguistic phenomenon. Cross-linguistic synonymy is explored through the analysis of French-English cognates, finding that many cognates are partial or incomplete synonyms, with only a few qualifying as strict or true synonyms. (Contains 15 references.) (MDM) and conference attendance. Parent involvement activities included ESL instruction, multilingual education, parenting classes, and informational meetings held in English, Chinese, Korean, and Spanish. The project met all its objectives in ESL, content areas, dropout prevention, career orientation and counseling, attendance, staff development, and parent involvement. Recommendations for program improvement include grouping project students in a limited number of official classes to facilitate project-related communication, and stimulating parent attendance at ESL classes at one site. (MSE)

ED 373 580 FL 022 431

English as a Second Language Program Review Report and Recommendations.
PUB DATE- 14 Jan 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Change Strategies; *Educational Attitudes; Educational History; Educational Philosophy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Improvement; Parent Attitudes; Participant Satisfaction; Program Design; Program Development; Program Effectiveness; Program Evaluation; Resource Allocation; School Districts; Second Language Instruction; *Second Language Programs; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- *Nanaimo School District 68 BC

This report presents the results of an evaluation of the English-as-a-Second-Language (ESL) programs in the Nanaimo (British Columbia, Canada) public schools. An introductory section gives background information on the history of ESL programs in the district, the origins and design of the study, and four principles (utility, feasibility, propriety, and accuracy) guiding the investigation. The main portion of the report details findings in four areas: (1) attitudes and beliefs of learners, parents, teachers, and other school personnel; (2) the impact of the program on students, parents, teachers, and school personnel and administrators; (3) processes through which the program is initiated, interpreted, and supported, and the nature of the program as it develops in practice; and (4) program nature, relevance, suitability, and accessibility and the satisfaction of educational partners with their level of involvement in program planning, development, and implementation. Within these four categories, key issues and potential uses for information gathered in the study are summarized. The report concludes with 25 specific recommendations for school district action. Appended materials include additional program background information, details of provincial funding and policy, support documents reviewed for the study, school district ESL program philosophy, and survey response tabulations. (MSE) presser production form; and describing dirty laundry. Answer keys and the listening script to accompany the units are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 600　　　FL 800 804

Project EXCEL: Holiday Inn at Union Square, Housekeeping Department. Safety and Security, Module 2.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Course Content; Hospitality Occupations; *Hotels; *Housekeepers; Interpersonal Communication; Limited English Speaking; *Literacy Education; *Occupational Safety and Health; Organizational Communication; Safety; Vocabulary Development; Vocational Education; *Vocational English (Second Language); Worksheets
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module was designed for LEP workers in the housekeeping department of one participating hotel, and focuses on worker safety and hotel health insurance procedures. It was also intended for a predominantly Chinese-speaking audience. An introductory section gives an overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of six instructional units on these topics: parts of the body; water, fumes, and falls; fire and shock; safety signs and other accidents; reporting accidents; and hotel security. Each unit contains worksheets and written exercises. Answer keys and the listening script to accompany the units are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 601 FL 800 805

Butovsky, Lillian; Creatore, Cheryl
The Gift of the Magi, Based on the Story by O. Henry. Classics in Photostories Series.
PUB DATE- 88
NOTE- 83p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; Classroom Techniques; Daily Living Skills; *Dialogs (Language); *English (Second Language); *Interpersonal Communication; Language Skills; Language Usage; *Literacy Education; Photographs; Second Language Instruction; Self Expression; Short Stories; Skill Development; Tape Recordings
IDENTIFIERS- *Gift of the Magi (O Henry)

The photographic narrative of O. Henry's classic short story, "The Gift of the Magi," is designed for use in teaching English as a Second Language. It is accompanied by an audiocassette recording (not included here). An introductory section offers teachers suggestions for classroom use of the materials. The story is told in a series of photographs, with dialogue included. Subsequent exercises provide practice in comprehension, vocabulary development, self-expression, daily language use, conversation, basic grammar, and observation. Transcripts for taped listening activities and an answer key are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 602 FL 800 806

Mrowicki, Linda
Starting To Read.
PUB DATE- 88
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Daily Living Skills; *Grammar; Instructional Materials; Introductory Courses; *Literacy Education; Phonetics; *Reading Instruction; *Reading Readiness; Units of Study; *Vocabulary Development; Workbooks; Worksheets; *Writing Exercises

This student workbook for adult beginning reading instruction consists of a series of exercises in three instructional units. The first unit contains three lessons concerning self-description. The second unit consists of three lessons on the class, classroom, and clothing. The third unit has two lessons, one about daily activities and one about food. Each unit contains class and individual oral and written exercises requiring answers in the form of words or phrases, word or sentence completion, completion of common records and forms, comprehension of brief reading passages, identification or description of objects, and true/false answers. Questions emphasize phonetics, vocabulary, and basic grammatical rules. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 603 FL 800 807

Koch, Kamla Devi; And Others

ED 373 621 HE 027 607

Bragg, Theresa A.
The Use of Occupational Licensure Examination Results in Outcomes Assessment. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *Educational Assessment; Educational Quality; Educational Trends; Feedback; Higher Education; *Licensing Examinations (Professions); Organizational Development; Professional Education; Quality Control
IDENTIFIERS- *AIR Forum

This paper discusses the validity of licensure examination results as an indicator of the performance of higher educational institutions. Licensure examination scores are available to departments for a variety of disciplines and analysis is best performed within the departments. The quality of feedback may dictate the usefulness of results. Using annual feedback to develop institutional and national trends over time allows an institution to monitor the level of change in exam scores and trends can help with curriculum design and reform. When individual student scores are available, results can be used as one component of a multiple-component measure to assess student learning. The licensure examination score can be coupled with results of employer surveys, job placement information, and other measurements to provide a broad view of outcomes. There can be several kinds of limitations to using licensure examination scores depending on the nature of the data available from the licensure board. However, when a good understanding of the scope, content, and limitations of a given examination exists, and the examination mirrors the curriculum, the results can serve as an important part of a comprehensive assessment process. Appendices include information on sources of examination results in selected disciplines and information on the current status of state legislative reporting requirements. (Contains 18 references.) (JB)

ED 373 622 HE 027 608

Bragg, Theresa A.
Investigating First-Semester Freshman Adjustment to College Using a Measurement of Student Psychosocial Adjustment. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Dropout Research; Dropouts; Higher Education; School Holding Power; Stopouts; *Student Adjustment; Student Attitudes; Student Attrition
IDENTIFIERS- *AIR Forum

ED 373 640 HE 027 626

Kallio, Ruth E.
Factors Influencing the College Choice Decisions of Graduate Students. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; *Decision Making; Factor Analysis; Graduate Students; *Graduate Study; Higher Education; Influences; *Institutional Characteristics; Research Universities; Undergraduate Study
IDENTIFIERS- *AIR Forum; *University of Michigan

A survey of 1,068 admitted graduate students at the University of Michigan examined the relative influence of factors affecting college choice decisions. Factor analysis of ratings of importance of 31 college characteristics yielded dimensions upon which student decisions are based. These results were used to build five scales of importance and preference which were then tested with other variables in a regression model in which the dependent variable was the decision to enroll or not to enroll at the surveying institution. The following were found to influence decisions: residency status, quality and other academic environment characteristics, work-related concerns, spouse considerations, financial aid, and the campus social environment. Of the six factors, residency, academic environment characteristics, and work considerations appeared to have the greatest influence on student decisions. Similarities and differences are analyzed between prospective graduate and undergraduate students in terms of the relative influence of factors affecting their selection of college or university. (Contains 34 references.) (JDD)

ED 373 641 HE 027 627

Lindsay, Alan
The Impact of the Australian Government's Quality Assurance Program on Institutional Roles and Management Processes. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Outcomes Assessment; Economic Factors; *Educational Finance; *Federal Government; Foreign Countries; *Government Role; Government School Relationship; Higher Education; Institutional Administration; Institutional Role; Power Structure; Program Evaluation; *Quality Control; Rewards
IDENTIFIERS- *AIR Forum; *Australia; Quality Assurance

In Australia the Federal Government plays a dominant role in higher education funding. Changes to the role and structure of the higher education system in 1988 aligned the universities more closely with national economic goals and sent the message to institutions that they were expected to adopt a more

ED 373 659 HE 027 645

St. John, Edward P.
Assessing Pricing and Aid Strategies: Rethinking Planning and Evaluation Practices. AIR 1994 Annual Forum Paper.
PUB DATE- 30 May 94
NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Budgets; Enrollment; Higher Education; Income; Institutional Research; Models; *Predictive Measurement; *Statistical Analysis; Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- *AIR Forum

This paper explores the need for a better understanding of the influences of prices and student aid on student enrollment and college budgets. The theory of net price has not been found to adequately explain changes in enrollment. Based on a critical review of recent research on student price response, this paper develops an alternative approach to assessing the effects of prices and student aid. The traditional approach and the alternative approach have different views of students' response to a single net price versus a set of prices and price subsidies, factors in student enrollment and persistence decisions, possible changes over time in student price response, and response to price by low-income versus middle-income or upper-income students. Analysis of the effects of student aid indicates that there is not a universal relationship between aid and first-time enrollment and persistence. The implications of the alternative approach are considered for the evaluation of aid strategies and the analysis of alternative pricing and aid strategies. (Contains approximately 50 references.) (JDD)

ED 373 660 HE 027 646

Trammell, Mary Louise
Estimating the Enrollment Effects of a Mid-Year Surcharge: Using National Price Response Measures in Institutional Planning. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Attendance; Enrollment; *Enrollment Projections; Enrollment Trends; Graduate Students; Higher Education; Institutional Research; *Predictive Measurement; *Student Attrition; Student Costs; *Tuition; Undergraduate Students; Urban Universities
IDENTIFIERS- *AIR Forum; *University of New Orleans LA

This paper estimates the effect of a $150 fee increase for the spring semester 1993 on within-year persistence at a large urban institution of higher education, the University of New Orleans (Louisiana). Institutional enrollment projections are estimated using price response measures for three populations

ED 373 678 HE 027 664

Annunziato, Frank R., Ed.; And Others
Unions and Management: Working Our Way Out of Fiscal Stress. Proceedings of the National Center for the Study of Collective Bargaining in Higher Education and the Professions Annual Conference (21st, New York, New York, April 1993).
PUB DATE- Apr 93
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- Administrator Attitudes; Bias; *Collective Bargaining; *College Administration; Colleges; *Community Colleges; Comparable Worth; Compliance (Legal); Disabilities; Educational Trends; Federal Legislation; Financial Exigency; *Financial Problems; Higher Education; Politics of Education; Productivity; Racial Bias; Retrenchment; Sex Bias; *Unions; *Universities
IDENTIFIERS- *Americans with Disabilities Act 1990; Faculty Attitudes

These proceedings contain 22 papers on how unions and administrations have reacted to fiscal crises, discrimination, and the Americans with Disabilities Act at colleges and universities across the United States. The essays are: (1) "Issues in Labor/Management Negotiations" (Joseph M. Bress); (2) "Academic Unions and the Academic Future" (Irwin H. Polishook); (3) "A Fiscal Fable for Our Times: The Case of San Diego State University" (Linda Ray Pratt); (4) "Facing Hard Times at the City University of New York" (Richard F. Rothbard); (5) "Is There a Future for Higher Education in California: The California State University Response to Crises" (VirginiaAnn Shadwick); (6) "Facing Hard Times: The College at New Paltz, State University of New York" (Alice Chandler); (7) "Facing Hard Times: The University of the District of Columbia" (Tilden J. LeMelle); (8) "Managing in Times of Fiscal Stress: George Mason University, 1990-1992" (Clara Lovett); (9) "Facing Hard Times at Nassau Community College: An Administrative Perspective" (Sean A. Fanelli); (10) "Facing Hard Times at Nassau Community College: A Union Perspective" (Philip Y. Nicholson); (11) "Facing Hard Times at Riverside Community College" (Salvatore G. Rorella); (12) "Monitoring Faculty Productivity in an Era of Fiscal Accountability" (Henry Lee Allen); (13) "What Again? Productivity Issues in Higher Education Today" (Gordon K. Davies); (14) "Equity in the Academic Workplace: The Relative Value of Teaching and Research" (James S. Fairweather); (15) "The Role of Political Action in Higher Education" (Lawrence Gold); (16) "The Role of Politics and Lobbying in Alleviating Higher Education Fiscal Problems" (Lawrence K. Pettit); (17) "Sexual Harassment on Campus and a Union's Dilemma" (Rachel Hendrickson); (18) "A Guided Introduction to the Employment Provisions of the Americans with Disabilities Act" (Richard L. Hartz); (19) "Americans with Disabilities Act: An Advocacy Perspective" (John Rose); (20) "Complying with the Provisions of the Americans with Disabilities Act" (John Sorrenti); (21) "Equal Pay for Faculty at 29 SUNY Institutions: Labor/Management Negotiation and Implementation" (Lois Haignere); and (22) "People of Color in Academe: Equity, Discrimination, or Reverse Discrimination?" (Alison M. Konrad). (MDM)

ED 373 679 HE 027 665

ED 373 697 HE 027 694

Krajewski, Lorraine A.; Patrick, Joe A.
Developing and Implementing an International Studies Minor: A Liberal Arts-Business Administration Partnership.
PUB DATE- 22 Mar 94
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Course Content; *Curriculum Development; Higher Education; Intellectual Disciplines; Interdisciplinary Approach; *International Studies; *Liberal Arts
IDENTIFIERS- *Louisiana State University

Louisiana State University in Shreveport developed an International Studies minor as a partnership between the academic disciplines of Business and Liberal Arts. The minor consists of 24 hours of coursework, including a foreign language course at the sophomore level; a course titled "Introduction to International Studies"; 9 hours of core courses from economics, English, foreign languages, geography, history, marketing, philosophy, political science, and religious studies; and 9 hours of approved electives. "Introduction to International Studies" is a survey of a variety of regions and international topics, presented primarily by guest speakers who are experts in particular areas. The course helps students develop a global perspective of historical and current events, a sensitivity to cultures other than their own, and communication skills. The course addresses culture, international business, international current events, American foreign policy, linguistics, religion, art, communication, education, technology, and social issues. Student evaluation is based on class attendance and participation, organization and content of a notebook of class materials, summaries of and reactions to class sessions, current event reports, a term paper and oral presentation, and examinations. Other new international courses and additional foreign language courses were developed, such as "Business French," "International Business Law," "International Business Communications," and "Islamic Criminal Justice Systems." (JDD)

ED 373 698 HE 027 695

Pederson de Castaneda, Viann
The Secret Lives of Undergraduate International Business Students: An Analysis of Cross-Cultural Experience in Multinational Corporations.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; *Cross Cultural Training; Developing Nations; Higher Education; *International

ED 373 716 IR 016 726

Haag, Brenda Bannan; Grabowski, Barbara L.

The Effects of Varied Visual Organizational Strategies within Computer-Based Instruction on Factual, Conceptual and Problem Solving Learning.

PUB DATE- 94

NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; *Computer Assisted Instruction; *Cues; Educational Technology; Higher Education; Instructional Improvement; Instructional Innovation; Learning Strategies; Physiology; *Problem Solving; Visual Discrimination

IDENTIFIERS- Graphical User Interfaces

The purpose of this exploratory study was to examine the effectiveness of learner manipulation of visuals with and without organizing cues in computer-based instruction on adults' factual, conceptual, and problem-solving learning. An instructional unit involving the physiology and the anatomy of the heart was used. A post-test only control group design was applied with 74 undergraduate subjects from a large eastern university. Subjects were randomly assigned to one of three treatment groups: learner generated with cued visual organization; learner generated with uncued visual organization; and control (system-provided organization). The dependent variables measured the subject's ability to identify individual parts of the heart using visual cues; retain facts and definitions; reproduce key information; and utilize the information for problem solving. The results showed that in no case were the scores on either treatment group involving manipulation of visuals greater than the control group which provided the visuals. (Contains 30 references.) (Author/JLB)

ED 373 717 IR 016 727

Hedberg, John G.; And Others

Information Landscapes and Exploratory User Interfaces: Redesigning To Improve Learning Outcomes.

PUB DATE- 94

NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Style; *Computer Assisted Instruction; Computer Simulation; Computer Software Evaluation; *Constructivism (Learning); Courseware; Ecology; Educational Media; Educational Technology; Foreign Countries; High Schools; Instructional Design; Learning Processes; *Multimedia Instruction; Optical Data Disks; Outcomes of Education; Problem Solving

IDENTIFIERS- Australia; Graphical User Interfaces; *Interactive

ED 373 735 IR 016 745

Lin, Xiaodong; And Others
Embedding Metacognitive Cues into Hypermedia Systems To Promote Far Transfer Problem Solving.
PUB DATE- 94
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Cues; Higher Education; Hypermedia; Learning Processes; *Metacognition; Pretests Posttests; *Problem Solving; Qualitative Research; Thinking Skills; *Transfer of Training

A pretest-posttest control group design with random assignment, together with qualitative data collection and analysis, was used to investigate whether metacognitive, cognitive, and affective-awareness cues embedded in a hypermedia program could facilitate college students' near and far transfer problem solving in biology learning. It was assumed that when subjects are asked to explain reasons for their own actions during the problem solving, they must engage in self-reflective intermediate processes comparable to metacognitive processes of monitoring, evaluating, and regulating ongoing problem solving. Four treatment groups were used: one received metacognitive cues; one received cognitive cues; one received affective-awareness cues; and the control group received no cues. Results showed that subjects in the metacognitive group performed better on far transfer tasks than all other groups. The qualitative analysis indicated that metacognitive-oriented questions encouraged students to "stop, think, and reflect" on their problem solving process which in turn helped students understand the process of how the problems were solved. The understanding of processes students went through to solve problems helped them transfer what they learned to novel situations. The near and far transfer test of problem solving is included in the appendix. (Contains 30 references.) (Author/JLB)

ED 373 736 IR 016 746

Lin, Xiaodong
Metacognition: Implications for Research in Hypermedia-Based Learning Environment.
PUB DATE- 94
NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Hypermedia; Learner

ED 373 754   IR 016 764

Ross, Steven M.; Casey, Jason
Using Interactive Software To Develop Students' Problem-Solving Skills: Evaluation of the "Intelligent Physics Tutor."
PUB DATE- 94
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computer Software Evaluation; *Courseware; Formative Evaluation; High Schools; Instructional Innovation; *Intelligent Tutoring Systems; Physics; *Problem Solving; *Secondary School Science; Student Reaction; Teacher Response
IDENTIFIERS- Interactive Systems

This study presents a formative evaluation of "The Intelligent Physics Tutor," an interactive software program designed to improve high school physics students' problem-solving skills. The purposes of this evaluation were to describe how the "Tutor" was used in the pilot high school class; to determine teacher and student reactions to the program in terms of weaknesses, strengths, and suggestions for improvement; and to examine possible impacts of the "Tutor" on problem-solving strategy and performance. The test group comprised of three honors physics classes taught by the same teacher; only one of the three classes used the "Tutor." Multiple data sources used in the evaluation included teacher experiences and attitudes and student attitudes, achievement, and problem-solving strategies. These data were obtained via surveys, interviews, and teacher observation. Findings from the semester-long tryout indicated that both the teacher and the students were positive about the "Tutor's" instructional benefits. The most favorable reactions were given by lower-ability students who had trouble solving problems on their own. While there were no differences in achievement between the "Tutor" class and two control classes, the "Tutor" students demonstrated relatively greater use of systematic problem-solving strategies over time. (Contains 5 references.) (JLB)

ED 373 755   IR 016 765

Rotto, Luther I.
Curiosity, Motivation, and "Flow" in Computer-Based Instruction.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Curiosity; Educational Environment; *Educational Research; Interaction; *Learning; *Motivation; Objectives; Participation; Performance;

ED 373 774 IR 016 784

Simonson, Michael R., Ed.; And Others
Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, Tennessee, 1994).
PUB DATE- 94
NOTE- 1,045p.; For the individual papers, see ED 368 341 and IR 016 709-783. For the 1993 proceedings, see ED 362 144.
LANGUAGE- English
EDRS Price- MF07/PC42 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Cognitive Processes; *Computer Assisted Instruction; Constructivism (Learning); Cooperative Learning; Educational Media; *Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; Professional Associations; School Restructuring
IDENTIFIERS- *Association for Educational Communications Tech

These proceedings of the 1994 convention of the Association for Educational Communications and Technology (AECT) contains 75 papers and 1 symposium. Topics addressed by the papers include teacher competency regarding instructional technology; electronic journals; constructivist design; adult education; instructional design; integration of technology in schools; school restructuring; knowledge representation; computer based instruction; educational technology; cooperative learning; metacognition; cooperative instruction; learning strategies; distance education; instructional multimedia; interactive software; educational motivation; and problem solving. The symposium topic was a dialogue on applying critical approaches to educational technology. This volume also includes a list of reviewers for the research papers in the proceedings; a list of Research and Theory Division officers; a list of ERIC document numbers for previous proceedings; a description of AECT and membership enrollment form; and author and descriptor indexes. (JLB)

ED 373 775 IR 016 801

Rasler, Michael Lorence
A Multi-Tech Distance Learning Program: A Model for Folsom Lake College with Emphasis on Teaching Health Science.
PUB DATE- Jun 94
NOTE- 233p.; Major Applied Research Project, Doctor of Education, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Distance Education; *Educational Technology; *Medical Education; Nontraditional Education; Telecommunications; Two Year Colleges
IDENTIFIERS- *Health Sciences

The purpose of this study was to create a multi-tech distance learning program (MTDLP) for Folsom Lake College (California) with special emphasis on the teaching of health science. The research followed the developmental problem-solving methodology. Data were obtained from several sources: a review of the literature; a review of established distance learning programs from postsecondary institutions; and interviews of practitioners involved in distance learning. The development of

ED 373 797 IR 055 159

Model Information Literacy Guidelines.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Principles; Elementary Secondary Education; Futures (of Society); *Information Literacy; Information Seeking; *Information Skills; Information Technology; Information Utilization; *Learning Strategies; Librarian Teacher Cooperation; Media Specialists; School Libraries; Standards; State Programs; Transfer of Training; Users (Information)
IDENTIFIERS- Colorado

This document contains information literacy standards developed for the State of Colorado. The purpose of the standards is to provide all students with a process for learning that is transferrable among subjects and from the academic environment to real life. Its goal is to have all students using information and ideas effectively. The five standards are: (1) the student constructs meaning from environment; (2) the student creates a quality project; (3) the student learns independently; (4) the student participates effectively as a group member; and (5) the student uses information and information technologies responsibly and ethically. The rationale behind the need for information literacy standards and the standards themselves is presented. Finally, the components of each standard are outlined. A list of Information Literacy Standards Writing Project Team members is also included. (JLB)

ED 373 798 IR 055 160

Proctor, L. F.; Allen, A. J.
K-12 Education and the Internet: A Technical Report Prepared for Saskatchewan Education, Training and Employment.
PUB DATE- Jun 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Computer Assisted Instruction; *Computer Networks; Educational Innovation; Elementary Secondary Education; Foreign Countries; Futures (of Society); *Information Networks; Technological Advancement; *Telecommunications
IDENTIFIERS- File Transfer Protocol; *Internet; Saskatchewan; USENET

This report examines the context and impact on the classroom of teacher and student access to the Internet in K-12 education in Saskatchewan (Canada) public schools. It begins with a description of the Internet, including funding and connectivity concerns. The following four basic services of the Internet are introduced with examples of K-12 implementations: electronic mail (e-mail); Internet Relay Chats (IRC); USENET newsgroups; and file transfer protocol (FTP). Examples of commercial, educational, and community Internet providers are presented.

ED 373 818 JC 940 467

Christensen, Patti; Kime, Bruce
Climb On! From Welfare to a Degree.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; Community Colleges; Compensatory Education; *Educationally Disadvantaged; High Risk Students; Intervention; Mainstreaming; Nontraditional Students; *Outdoor Education; Postsecondary Education; Two Year Colleges; *Two Year College Students; *Vocational Education; *Welfare Recipients
IDENTIFIERS- Colorado Mountain College; Gateway Program CO; *LINK Program CO; Welfare Reform

In operation since 1990, the Gateway Program is a collaborative welfare reform effort developed by Colorado Mountain College (CMC), the county department of social services, and the local Job Training Partnership Act provider. One component of the program is the Link Program, developed to prepare welfare recipients for enrollment in vocational training at CMC. These potential students are, for the most part, not ready to begin college full time. Many have a history of physical, emotional, or sexual abuse; a history of poor educational performance; low self-esteem; problems with substance abuse; or low math and reading levels. In addition, many have difficulty with child care, attending classes, health or personal problems, and a general lack of preparation for college work. To prepare welfare recipients for college, Link offers a 10-week program of vocational assessment and career exploration, parenting skills, stress management, time management, study skills, a therapist-led support group, conflict resolution, communication skills, and, finally, a unique self-esteem building, risk-taking experience -- rock climbing. The voluntary 1-day climbing outing, during which participants climb a 120 foot near-vertical slab of rock, provides a feeling of overcoming fear and adversity that carries through to college work and life in general. In 1993-94, 73% of the 30 students who went on the climbing expedition enrolled in a vocational education program, with 82% completing their program. Personal narratives by former participants and instructors are included along with program descriptions and a Gateway organizational chart. (MAB)

ED 373 819 JC 940 468

Projected 1994-95 Cost Allocation Summary, Wisconsin Technical College System.
PUB DATE- Aug 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Budgets; College Planning; Community Colleges; *Educational Finance; *Enrollment Rate; *Full Time Equivalency; Full Time Students; Operating Expenses; *Program Costs; *Resource Allocation; Statewide Planning; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Designed for use in calculating the distribution of state aid to

ED 373 835 JC 940 486

Walters, Sarah J.; Giovannini, Gene
Institutional Effectiveness for a State-Wide Technical College System.
PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the North Central Association (99th, Chicago, IL, March 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); College Outcomes Assessment; Community Colleges; *Evaluation Criteria; *Institutional Evaluation; Multicampus Colleges; *Organizational Effectiveness; *Organizational Objectives; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Indiana Vocational Technical College

Indiana Vocational Technical College (IVTC) ranks among the largest two-year public colleges in the country, offering degrees in 40 broad technologies, and enrolling 61,00 students at 13 regional campuses. The multi-campus system is undergoing a significant shift in its accreditation status with the North Central Association (NCA) from 13 regional accreditations to reaccreditation as a single institution. To prepare for the NCA accreditation visit, IVTC embarked on a 24-month statewide self-study. An Academic Program Review Model addressing curriculum review and administrative program review was initiated in spring 1994. Other portions of the plan address the functional areas of student services, human resources, business and industry training, and college administration. An Institutional Effectiveness Committee identified the following effectiveness indicators: (1) course completion rates; (2) transfer rates; (3) basic skills assessment; (4) general education outcomes; (5) student/faculty course evaluation; (6) program outcome measures; (7) retention; (8) enrollment trends; (9) full-time equivalency (FTE) trends; (10) program and faculty FTE; (11) credit hours taught; (12) degrees awarded; (13) graduate surveys; (14) employer surveys; (15) advisory committee survey; (16) program accreditation audit; (17) faculty credential audit; (18) student opinion survey; (19) former student survey; and (20) student demographic profile. The development of an institutional effectiveness plan must be anchored in the institution's mission and based on broad participation from all of the college's constituencies. (KP)

ED 373 836 JC 940 487

Instructional Program Review.
PUB DATE- Jun 94
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Data Collection; *Evaluation Methods; Institutional Mission; Program Descriptions; Program Effectiveness; Program Evaluation; *Program Improvement; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Austin Community College TX

This document describes the 1993-94 program review process for

ED 373 853 JC 940 521

Soetaert, Elaine
Student Success Programs at the Northern Alberta Institute of Technology.
PUB DATE- 9 Jun 93
NOTE- 36p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Edmonton, Alberta, Canada, June 6-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Communication Skills; Community Colleges; Course Descriptions; *Course Objectives; *Educational Philosophy; Foreign Countries; Interpersonal Competence; Job Skills; *School Holding Power; *Skill Development; Student Responsibility; *Study Skills; Technology Education; Two Year Colleges
IDENTIFIERS- *Northern Alberta Institute of Technology

The Master Student course was introduced at Northern Alberta Institute of Technology to improve student retention; provide individuals with skills to become successful students; and to graduate students with technical, critical thinking, and effective communication skills. The course provides a point of entry into the institution in the areas of academic study skills, career transferable skills, and campus/community resources. The course also addresses critical academic, personal management, and teamwork skills outlined by the Canadian Corporate Council on Education. The philosophy behind the Master Student course is based on three essential elements: no secrets, no victims, and no solos. No secrets suggests there are no tricks to academic success, just common sense approaches applied. No victims encourages self-responsibility by moving students from a victim mode to one of empowerment. No solos refers to the emphasis in the course on building a cooperative and supportive atmosphere. The textbook used in the course comes from College Survival, a company which services more than 1700 colleges in Canada and the United States and includes two student supplements on critical thinking and career planning, as well as a teacher's manual. The course has been offered with the college's Pre-Technology Program since 1986, and some seven other programs or divisions. Although no official studies have been conducted to determine the effect of the Master Student program on retention, student and instructor comments have been positive. Included in the appendix is a list of the components of the Canadian student success network. (KP)

ED 373 854 JC 940 522

Policies on Transfer and the General Education Core Curriculum.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); College Credits; College Curriculum; College Transfer Students; Community Colleges; Educational Planning; *General Education; *Intercollegiate Cooperation; Liberal Arts; *Program Content; Program Development; Statewide Planning; Transfer Policy;

ED 373 871 PS 022 506

Croom, Laura L.
The Relationship between the Construction of Multidimensional Self-Concept in Second Grade Children and the Level of Teacher Endorsement of Developmentally Appropriate Practice.
PUB DATE- 19 Jul 93
NOTE- 54p.; Master's Thesis, University of Nebraska at Omaha. Paper presented at the Association for Childhood Education International Study Conference (New Orleans, LA, March 30-April 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attitudes; *Elementary School Students; *Elementary School Teachers; Grade 2; Primary Education; Questionnaires; *Self Concept; Student Attitudes; *Teacher Attitudes; Teaching Experience; Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

This thesis examined the relationship between the level of endorsement of developmentally appropriate practice (DAP) by 14 second-grade teachers and the construction of self-concept of children in their classrooms. Teachers were given the Primary Teacher Questionnaire, a beliefs scale that assesses the level of endorsement of DAP, and were classified as having a higher or lower endorsement of DAP. Four children were randomly selected from each of the 14 classrooms and given the Self Description Questionnaire I, a multidimensional measure of self-concept in children ages 5 to 8 years. Results indicated that children in classrooms of teachers who had a high level of endorsement had higher academic self-confidence scores than children in classrooms of teachers with low levels of endorsement. The study also found that teachers who had been teaching for longer periods of time had lower levels of endorsement of DAP than those with less teaching experience. (A copy of the Primary Teacher Questionnaire is appended. Contains 41 references.) (Author/MDM)

ED 373 872 PS 022 510

Bisesi, Janice I.
A Staff Orientation and Training Program Developed To Decrease Turnover of Newly Hired Staff in a Child Care Center.
PUB DATE- 93
NOTE- 69p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; *Day Care Centers; Early Childhood Education; Employee Attitudes; *Faculty Mobility; Institutional Mission; *Intervention; Job Satisfaction; Parent Teacher Cooperation; Program Descriptions; Program Evaluation; School Policy; Teacher Attitudes; *Teacher Orientation

This practicum was designed to decrease turnover of newly hired teachers in a child care center by means of a 12-week orientation and training program for newly hired staff. In 1992, nearly half of the newly hired teachers had left the center within 6 months. Surveys of remaining staff, some of whom had already turned in resignations, indicated that the

ED 373 890 PS 022 601

Starnes, Lisa Dianne Banks
The Knowledge Sources of Iowa Family Child Care Providers.
PUB DATE- May 94
NOTE- 87p.; Ph.D. Dissertation, Vanderbilt University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160), Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Child Caregivers; Child Rearing; Day Care; Early Childhood Education; *Family Day Care; *Information Sources; Parent Education; *Parenting Skills
IDENTIFIERS- *Caregiver Attitudes; *Caregiver Training; Iowa

This study sought to identify where family caregivers acquired their knowledge of children and child care and to determine which knowledge sources and influences may contribute most to specialized early childhood knowledge; such information may improve the effectiveness and efficiency of training programs for caregivers. In collaboration with the Iowa Resource and Referral System, a survey of home day care providers was conducted, asking them to identify and evaluate the sources of their knowledge about children. Data were analyzed for geographical and subgroup patterns that could be matched to particular training types, elements of training, and sources of knowledge. Although analysis of data revealed no significant differences for any caregiver subgroup, some preferences were found that may be useful for training organizers. For all groups, the most useful source of knowledge reported was parenting. The source of specific early childhood knowledge most cited was formal education courses. Results were insignificant pertaining to the most useful type of training reported, although some groups had preferences, which may be useful to trainers. For all groups of caregivers, announced topic of training was the most important factor in deciding to attend training. Recommendations include: (1) targeting caregivers as parents, rather than as caregivers; (2) collaborating with parent education agencies, the Child Care Food Program, and other organizations; (3) improving accessibility of information to caregivers; and (4) targeting training as determined by careful needs assessments. (References and the survey instrument are included.) (TM)

ED 373 891 PS 022 609

The Administration Proposal for Head Start Reauthorization. Joint Hearing on Examining Head Start and the Administration's Plans for Expanding and Improving It, before the Subcommittee on Children, Family, Drugs, and Alcoholism of the Committee on Labor and Human Resources, United States Senate and the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 10 Feb 94
NOTE- 75p.; Education and Labor Serial No. 103-51.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Early Childhood Education; Educational Attitudes; Federal Legislation; *Federal Programs; Hearings; Parent Attitudes; *Preschool Education; *Program Improvement; Public Policy
IDENTIFIERS- *Clinton Administration; Congress 103rd; *Project

ED 373 910 PS 022 674

Ilfeld, Ellen M., Ed.
Education for All.
PUB DATE- 94
NOTE- 59p.; Journal is subtitled "An International Resource for Early Childhood Development."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Child Development; Developing Nations; Developmental Programs; *Early Intervention; Educational Needs; Equal Education; Family Programs; Foreign Countries; International Programs; *Parent Education; *Parenting Skills; Program Descriptions; *Young Children
IDENTIFIERS- Kenya; Philippines; Venezuela; *World Conference on Education for All

In 1990, the World Conference on Education for All renewed the world's commitment to ensuring the rights of all people to education and knowledge. This theme issue of the "Coordinator's Notebook" introduces the Education for All initiative and surveys what has been done (and needs to be done) to address the education needs of young children and their families. The notebook first presents excerpts from the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs, both adopted at the Conference. "Educating Young Children: A Broader Vision" (John Bennett) then evaluates the response to the Education for All initiative, and identifies further types of intervention needed; a bibliography is included. "Creating the Foundation Stones for Education for All" (Robert G. Myers) summarizes actions to date and those scheduled for the near future to promote world-wide attention to early childhood and family development. "Case Studies" (Judith L. Evans and Robert G. Myers) presents programs showing how governments can support early childhood programming, with three programs developed in direct response to local needs and expanded with available resources. The three programs are a family day care model in Venezuela, a preschool program in Kenya, and a parent education program in the Philippines. (TM)

ED 373 911 PS 022 676

Children 0-3.
PUB DATE- Jul 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; *Child Rearing; Cultural Influences; Developed Nations; Developing Nations; Developmental Programs; *Disadvantaged; *Early Intervention; Family Programs; Foreign Countries; Infant Care; Infants; *Parent Education; *Parenting Skills; Piagetian Theory; Program Descriptions; Toddlers
IDENTIFIERS- Colombia; Developmental Theory; El Salvador; England; Family Support; France; Israel; Malaysia; Netherlands; Peru; Romania; Scotland; United States; Zimbabwe

This theme issue of the Bernard van Leer Foundation's "Newsletter" is devoted to approaches to working with disadvantaged children up to 3 years of age. An introduction describes the crucial period from before birth to 3 years, noting that although the mother's body provides the an essential part of the environment, other easily identifiable

ED 373 928 RC 019 485

Halbrook, Steve A., Ed.; Grace, Teddee E., Ed.
Increasing Understanding of Public Problems and Policies: 1993. Proceedings of the Annual Conference of the National Public Policy Education Committee (43rd, Clearwater Beach, Florida, September 12-15, 1993).
PUB DATE- Jan 94
NOTE- 231p.; For selected individual papers, see RC 019 486-489. For 1992 proceedings, see ED 355 353.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agriculture; Conflict Resolution; *Extension Education; Natural Resources; Political Influences; *Public Policy; Role of Education; Rural Development; *Rural Extension
IDENTIFIERS- Cooperative Extension Service; *Environmental Policy; Farm Policy; Health Care Reform; *Public Policy Education

The annual conference of the National Public Policy Education Committee (NPPEC) is held to improve the policy education efforts of extension workers responsible for public affairs programs. This publication contains 26 conference papers: "Rural America and the Information Revolution: An Exploration of Possibilities and Potentialities" (David Pearce Snyder); "Observations on Agricultural Policy, Policy Reform and Public Policy Education" (John E. Lee, Jr.); "The Status of Agriculture in 1993" (Marty Strange); "A Legislative Perspective on Current and Future Changes in U.S. Farm Policy" (Chip Conley); "Farm Group Perspective on U.S. Farm Policy" (Harry Bell); "Public Policy in a Changing Society" (Otto Doering); "Innovations in Public Policy Education" (Alan J. Hahn); "Alternative Dispute Resolution Approaches to Conflict Management" (Ronald C. Faas); "Collaborative Dispute Resolution Processes" (Robert M. Jones); "Use of ADR in Extension Public Policy Education Programs and Roles Extension Can Play in Dispute Resolution" (Leon E. Danielson & Simon K. Garber); "Framing Public Issues and Working with the Media" (JoAnn Myer Valenti); "Building Coalitions for Educating and Problem Solving: Process, Roles, Warnings and Styles for Extension Involvement" (Fielding Cooley and Others); "Educational Coalitions, Political Coalitions and Roles for Extension" (Alan J. Hahn); "Ethical Issues in Health Care Reform" (Mark H. Waymack); "Health Reform: What the Clinton Plan and Alternatives Mean to Rural and Urban America" (Edward F. Howard); "Health Care Reform: The Implications for Health Data Systems" (Ronald C. Young); "A Case Study of Extension's Response to Health Care Reform" (Lorraine Garkovich); "Public Issues Education and the NPPEC" (Walter J. Armbruster); "Public Issues Education: A Cooperative Extension System Initiative to Improve Public Decisions" (Ayse C. Somersan); "Public Issues Education and the National Public Policy Education Committee" (Barry L. Flinchbaugh); "Environmental Policy: The Legislative and Regulatory Agenda" (Michael T. Olexa); "Impacts of Reduced Pesticide Use on the Profitability of the Fruit and Vegetable Sector" (Charles Hall and others); "Impacts of EPA Dairy Waste Regulations on Farm Profitability" (Ronald D. Knutson and others); "Environmental Policy and Natural-Resource-Based Economic Development" (Tim Phipps); "Environmental Policy: Impacts on Natural-Resource-Based Economic Development" (Robert P. Jones); and "Tourism, Natural Environments and Public Policy" (Clyde F. Kiker and Andrew Seidl). Also contains abstracts of presentations, poster and display session topics,

ED 373 947 RC 019 758

Teleteaching Distance Education. Final Report.
SPONS. AGENCY- Center for Rural Pennsylvania, Harrisburg.
PUB DATE- Feb 93
NOTE- 481p.; Some figures will not reproduce clearly. For abbreviated report, see RC 019 757.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Distance Education; *Educational Needs; Educational Policy; *Educational Practices; *Educational Technology; Elementary Secondary Education; Financial Support; Needs Assessment; *Rural Schools; *School Districts; Shared Resources and Services; State Surveys; Telecommunications
IDENTIFIERS- *Pennsylvania

This study investigated the need for distance learning in Pennsylvania's rural schools, examined types of distance learning programs and technology currently being used, and identified factors that could enhance or inhibit the use of distance learning in rural schools. Data collection included (1) a literature search, (2) surveys administered to rural school districts and urban/suburban school districts, (3) review of appropriate chapters in the Pennsylvania School Code, (4) analysis of 5-year plans that rural school districts submitted to the Pennsylvania Department of Education (PDE) and distance learning request for proposals issued by PDE, and (5) interviews with heads of state agencies in Pennsylvania and departments of education in 23 states. Satellite, cable, and public television are the major distance learning technologies being used, and SERC is the major satellite provider. While 112 responses indicate participation in some form of district learning, the majority of these use programs in foreign languages and higher mathematics. However, 340 responses indicate needs for participation in higher mathematics, foreign languages, the sciences, gifted education, advanced placement, elementary programs, and various other programs. Based on a minimum of 3 students per response, at least 1,020 rural students are being denied participation in distance learning. The state School Code does not recognize distance learning as such but does not prevent its implementation. Rural administrators, however, feel that a mandate requiring certified teachers as classroom facilitators prevents their participation. Administrators also indicate needs for financial aid, teacher and administrator training, technical assistance, and facility renovations. Contains 66 references, recommendations, and a glossary. Sixteen appendices to the final report include the following: (1) 37 additional recommendations in planning, funding, legislative, educational, programmatic, and evaluative areas; (2) a tabular summary of the 5-year distance learning plans of rural districts; (3) results of rural and urban-suburban surveys of school district practices and needs in distance education; (4) rural and urban survey instruments; (5) results of analysis of Chapters 3, 5, 6, and 49 of the Pennsylvania School Code to determine their impact on distance learning in rural school districts; (6) text of the above Chapters; (7) a statement on distance learning by the state Senate Education Committee; (8) commonly asked questions about distance learning in Pennsylvania; (9) guidelines and instructions for school districts submitting

ED 373 969 SE 054 560

Groves, Susie
Calculators: A Learning Environment To Promote Number Sense.
PUB DATE- Apr 94
NOTE- 16p.; For related papers, see SE 054 523 and SE 054 559. A paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; *Calculators; Elementary Education; *Elementary School Students; *Estimation (Mathematics); Foreign Countries; Interviews; Mathematics Achievement; *Mathematics Instruction; Number Systems
IDENTIFIERS- Australia (Melbourne); Calculators in Primary Mathematics Project; *Mental Computation; *Number Sense

The Calculators in Primary Mathematics Project in Australia was a long-term investigation into the effects of the introduction of calculators on the learning and teaching of primary mathematics. The Australian project commenced with children who were in kindergarten and grade 1 in 1990, moving up through the schools to grade 4 level by 1993. Children were given their own calculators to use when they wished, while teachers were provided with some systematic professional support. Over 60 teachers and 1,000 children participated in the project. This paper describes some critical features of project classrooms which supported the development of number sense and reports on the results of interviews with 4th-grade children (n=58), approximately half of whom had long-term experience with calculators. Children with long-term experience with calculators performed better on the 12 mental computation interview items overall, the 24 number knowledge items overall, and the 3 estimation items taken individually. Overall, their performance was better on 34 of the 39 items, with the greatest differences in performance in mental computation generally occurring on the most difficult items. Their pattern of use of standard algorithms, left-right methods, and invented methods for mental computation items did not vary greatly from that of the non-calculator children. Contains 39 references. (MKR)

ED 373 970 SE 054 561

Spyker, Geert; Malone, John
Curriculum Reform: Difficulties Experienced by Teachers in Implementing a New Statewide Mathematics Curriculum.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Foreign Countries; Grade 11; Grade 12; High Schools; Mathematics Instruction; *Mathematics Teachers; Questionnaires; *Secondary School Mathematics; *Student Attitudes; Student Role; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- Australia (Western Australia); *Reform Efforts

This paper discusses a study that examined the establishment of a new senior high school mathematics curriculum into schools in the State of Western Australia. Two aspects of change are

ED 373 992 SE 054 761

Wilkinson, R. Keith
Characteristics of Doctoral Scientists and Engineers in the United States: 1991. Surveys of Science Resource Series.
PUB DATE- 94
NOTE- 98p.; For the 1989 survey, see ED 342 669.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Doctoral Degrees; *Engineers; Higher Education; *Occupational Surveys; *Science Education; *Scientists

This report presents data on the demographic and employment characteristics of doctoral scientists and engineers in the United States. This 1991 survey is different from prior surveys in this series in that it represents an interest to accommodate an age-based cohort policy in retirement patterns and to make the sample frame compatible with other National Science Foundation surveys of science and engineering personnel. In addition to general notes, this report includes detailed statistical tables, technical notes, and the survey instrument. The statistical tables unit includes employment and salary detail tables. The technical notes section contains information on survey methodology, coverage, concepts, definitions, and sampling errors. (ZWH)

ED 373 993 SE 054 763

D'Ambrosio, Ubiratan; And Others
Science, Mathematics, Engineering, and Technology Education for the 21st Century. Summer Symposium on Educating for Citizenship in the 21st Century (July 1992). Final Report.
PUB DATE- Jul 92
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Research; Educational Change; Elementary Secondary Education; *Engineering Education; Equal Education; Global Approach; *Mathematics Education; *Science Education; Student Evaluation; *Technology Education
IDENTIFIERS- Authentic Assessment; National Science Foundation

The urgency to enhance the quality of science education for all of the nation's children and youth increases as we approach the next century. To address some of the issues and to obtain insight from a variety of sources regarding the problems facing educators in science, mathematics, engineering, and technology education, a Summer Symposium was held with a small group of respected international scholars attending. The Summer Symposium concluded with an all-day invitational meeting that involved the symposium team of international scholars, a select group of U.S. science and mathematics educators invited to critique the scholars' draft report, and invited guests from professional associations and Government agencies responsible for science, mathematics, engineering, and technology education. This report contains several recommendation in order to meet the needs of a technology-oriented, information-driven society. (ZWH)

ED 373 994 SE 054 764

ED 374 015 SE 055 023

Bybee, Rodger W.
Reforming Science Education. Social Perspectives & Personal Reflections.
PUB DATE- 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Earth Science; Ecology; *Educational Change; Elementary Secondary Education; Leadership; *Science and Society; *Science Curriculum; *Science Education; *Scientific Literacy

Science education reform is an ongoing process. In recent years many have begun to look not only to teachers for change, but they are also insisting on the involvement of administrators, parents, community members, and some business organizations to bring about this change. This book presents facts and insights regarding science education reform from the mid-to-late 1970's to 1992. The chapters are as follows: (1) "The New Transformation of Science Education"; (2) "Science Education and the Emerging Ecological Society; (3) "Science Education Policies for an Ecological Society: Aims and Goals"; (4) "The Restoration of Confidence in Science Education"; (5) "The Sisyphean Question in Science Education"; (6) "Science Education and the STS Theme"; (7) "Contemporary School Science: The Evolution of Teachers and Teaching"; (8) "Planet Earth in Crisis: How Should Science Educators Respond"; (9) "The STS Theme in the Science Curriculum"; and (10) "Leadership, Responsibility, and Reform in Science Education." (ZWH)

ED 374 016 SE 055 069

Periodic Comet Shoemaker-Levy 9 Collides with Jupiter. Background Material for Science Teachers.
PUB DATE- 94
NOTE- 28p.; Several figures based on images taken from spacecraft have marginal legibility.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary Secondary Education; *Science Education; Space Sciences; Teaching Guides
IDENTIFIERS- *Comets; *Jupiter (Planet)

In July of 1994, fragments of Comet Shoemaker-Levy collided with Jupiter. This document has been provided to better inform students of the work that will be done by scientists and others involved in the study of this event. This document offers some background material on Jupiter, comets, what has and possibly will happen, and how scientists propose to take advantage of the impact events. The following sections are included: (1) What is A Comet?; (2) The Motion of Comets; (3) The Fragmentation of Comets; (4) The Discovery and Early Study of Shoemaker-Levy 9; (5) The Planet Jupiter; (6) The Final Orbit of Shoemaker-Levy 9; (7) The Collisions; (8) How Can These Impacts and Their Consequences Be Studied?; and (9) What Do Scientists Expect to Learn from All of This? (ZWH)

ED 374 036 SO 024 265

Bjerstedt, Ake
The "Didactic Locus" of Peace Education: Extra-Curricular, Mono-Curricular, Cross-Curricular, or Trans-Curricular Approaches. Didakometry. No. 74.
PUB DATE- Dec 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Peace; *Social Studies; Social Values
IDENTIFIERS- *Peace Education

This document discusses various models of peace education. Peace education can be handled in a number of different ways in relation to the traditional "Didactic space" of schools, for example: (1) peace education can be made into a special subject, a mono-curricular approach; (2) peace related issues can be handled by means of special efforts outside of the normal system of classes, an extra-curricular or special event approach; (3) peace education can be seen as a common assignment for several or all school subjects, a cross-curricular approach; or (4) peace education may be viewed as aiming at education for peace values and nonviolent interaction with others, whereby the question of school subject attachment moves into the background, a trans- curricular approach. Interview illustrations on the possible contributions of different school subjects are presented. The document is divided into two parts. The first part is an introductory discussion on the place of peace education in the didactic space of schools. The second part contains excerpts from interviews with 50 experts from different nations. Contains 14 references. (Author/DK)

ED 374 037 SO 024 280

Calabrese, Elisa
A Plan for Enhancing Student Achievement in an Eleventh Grade Large Classroom American History Course through a Multicultural Curriculum.
PUB DATE- 93
NOTE- 74p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Class Size; Curriculum Enrichment; *Grade 11; High Schools; *History Instruction; Instructional Effectiveness; Learning Activities; *Multicultural Education; Oral History; Social Studies; Student Motivation; Teaching Methods; *United States History

This practicum was designed to increase student achievement and to motivate 11th grade U.S. history students to consistently complete homework assignments, to actively participate in classroom discussions, and to perform with a passing grade of "C" or above on all examinations. This paper describes the development of a multicultural curriculum and its implementation in a large classroom U.S. history course. The curriculum was developed for a class of 200 students from a

ED 374 056 SO 024 446

Patrick, John J.
Civic Education in Former Communist Countries of Central and Eastern Europe.
PUB DATE- 8 Jul 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Education; Civics; Comparative Education; Curriculum Development; Foreign Countries; *International Educational Exchange
IDENTIFIERS- Estonia; *Europe (East); *Europe (East Central); Poland

This paper discusses the efforts of educators in the former communist nations of central and eastern Europe, particularly those of Estonia and Poland. In spite of diverse histories and cultures, each of these nations has shared a legacy of totalitarian communism imposed by the former Soviet Union. This inheritance has afflicted all former communist countries of this region with handicaps that fundamentally obstruct their march toward authentic constitutional democracy. This paper discusses three common problems in the way of reconstructed civic education for liberal constitutional democracy: (1) conceptual confusion or different meanings, often subtle shades of difference, attached to key words by civic educators from the West and their counterparts from former communist countries; (2) constitutional cynicism or an undervaluing or skepticism about constitutions as effective instruments for the rule of law and protection of human rights; and (3) democratic ethnocentrism or a blend of fervor for democracy and ethnicity, that can be linked both to conceptual confusion and the residue of Soviet and Russian imperialism. This third problem is a tendency to view democracy simply or primarily as the will of the country's ethnic majority, irrespective of the wishes of particular individuals or groups who do not or cannot identify with this monolithic and permanent majority faction. A deep commitment to constitutionalism as protection against any form of tyranny and guarantor of human rights can contribute much to the resolution of this third problem. (DK)

ED 374 057 SO 024 467

Pearson, Jim
Women of the American Revolution. A Unit of Study for Grades 5-8.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Colonial History (United States); *Females; Grade 5; Grade 6; Grade 7; Grade 8; *History Instruction; Intermediate Grades; Junior High Schools; Primary Sources; *Revolutionary War (United States); *Sex Role; *Social Change; Social Studies
IDENTIFIERS- *Womens History

This document is a unit that introduces students to the American

Personal Stories: A Book for Adults Who Are Beginning To Read.
Book 1.
PUB DATE- 86
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Class Activities; Grammar; Introductory Courses; *Literacy Education; *Personal Narratives; Phonetics; Reading Comprehension; *Reading Instruction; Reading Skills; Self Expression; Skill Development; *Vocabulary Development; Workbooks; Worksheets; *Writing Exercises; Writing Skills

The workbook, designed for use by adults learning to read, contains a series of brief personal narratives with photo illustrations and related comprehension and extension exercises. The first section's narratives focus on family relationships and description of the personal characteristics of seven individuals. The second section contains stories about the different types of homes of the individuals whose narratives appear in the first section. Section three focuses on description of the same individuals' daily activities. Each narrative is followed by a number of written exercises that test comprehension and encourage students to write their own personal stories. The exercises use word and sentence completion, true/false answers, sentence ordering, sentence rewriting, and simple narrative writing. They focus on basic grammatical rules, phonetics, and vocabulary development. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 604 FL 800 809

Weinstein-Shr, Gail
Restoring the Intergenerational Cycle of Family Teaching: Family Literacy in Multilingual Communities.
PUB DATE- Dec 93
NOTE- 57p.; Background paper prepared for Project on English as a Second Language Service for Adults.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Bilingualism; *Cultural Pluralism; Educational Needs; *Family Influence; Family Role; Immigrants; Intergenerational Programs; *Language Role; Literacy; *Literacy Education; *Multilingualism; Policy Formation; *Public Policy

A discussion of literacy in bilingual and multilingual communities, particularly those with heavy concentrations of limited-English-proficient individuals, focuses on the role of the family in literacy education efforts. First, the diversity of such communities is examined, noting that linguistic/cultural, educational, rural/urban, and religious factors provide the populations with varied experiences and backgrounds. The primary areas of commonality appear to be the use of survival strategies (use of kin resources, creation of new kinship bonds, development of community organizations, sharing of resources), desire for communication skills, and the conflicted relationship between power and parental authority. Some governmental and private family literacy initiatives are described, and promising directions and elements are highlighted. These include broad conceptualization of family literacy, collaboration, placing of value on both traditional

This study examined the complexities of adjustment to college and its effect on the college student's intent-to-persist in college. The study mailed survey questionnaires (a combination of the "Anticipated Student Adaptation to College Questionnaire" and the "Social Propensity Scale") to a random sample of first-time, full-time, degree-seeking freshmen who completed the fall semester and re-enrolled for the spring semester as well as to the entire population of first-time, full-time degree-seeking freshmen who dropped out during the fall semester or did not re-enroll for spring. The study also examined test scores and first-semester grade-point-averages. Of the 1,500 students, 338 returned usable questionnaires. Results found that students who considered dropping out had significantly lower adjustment scores in all areas and lower intent-to-persist scores. A path analysis model also verified the importance of adjustment on students' intent-to-persist. Overall, the study concluded that first-time freshmen face challenges in both changing environments and in moving from adolescence to adulthood and that the impact of personal and academic adjustment difficulties ultimately cause significant numbers of students to drop out. (Contains 19 references.) (JB)

ED 373 623 HE 027 609

Everley, Mary L.
Presidential Change: Interim Administrations in Higher Education. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 42p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Administrators; *College Presidents; Higher Education; Research Universities; State Universities
IDENTIFIERS- Acting Administrators; *AIR Forum

This study examined the status of the interim presidency at public research/doctorate-granting universities. A questionnaire soliciting demographic data on interim presidential utilization was sent to the institutional research offices at 134 universities, and the returned questionnaires, 20 interim presidents were selected to participate in phenomenological interviews. Data from the questionnaires revealed that interim presidencies are prevalent among public research/doctorate-granting institutions and that interim presidents are being employed with increasing frequency. Institutions can anticipate having an interim presidential administration every 7.5 years. Interviews with the 20 interim presidents concluded that: (1) periods of transitional leadership do not have inherently negative effects on universities; (2) interim presidency is personally and professionally rewarding; (3) interim presidencies have wide ranging effects on individuals and their careers; (4) constituents, particularly appointing authorities, are supportive of interim administrations; (5) interim presidents, through their actions and leadership, shape constituents' impressions of the interim period and set the stage for later accomplishments; and (6) interim presidents often act as one of three types -- "back-up players," "utility players," or "pinch hitters." (Contains 31 references.) (Author/JB) managerial mode of operation in order to contribute to achievement of the goals. In 1991, a system-wide quality assurance program was developed in which a national committee makes judgments about the outcomes and quality assurance processes of universities and places them in "quality" groupings which attract various levels of "reward" funding. Analysis of the impact of this program on institutional governance and on institutional roles and relationships with government reveals that several factors have strengthened central managerial power at the expense of disciplinary and collegial power. These factors include the wide scope of the evaluation program, the strong institutional-level focus, the limited timescale of the process, and the importance of performance indicators and of external stakeholder judgments. Power has also shifted from institutions to the Federal government, as institutions are pressured to conform to the government's vision of higher education's role in order to receive good assessments and subsequent funding rewards. (JDD)

ED 373 642 HE 027 628

Gray, Maryann Jacobi; And Others
Factors Affecting Access to U.S. Postsecondary Education among Immigrants. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Administrative Organization; Case Studies; *Higher Education; *Immigrants; *Institutional Administration; Institutional Research; Outreach Programs; Policy Formation; *School Policy; Student Recruitment; *Trend Analysis
IDENTIFIERS- *AIR Forum

This study analyzed the 1990 census data to describe the immigrant populations in selected locations, and then conducted institutional case studies to learn about the impact of increasing immigration on higher education institutions and to understand how institutions are responding. The 20 case studies involved community colleges, comprehensive universities, and research or doctoral-granting universities in the New York/New Jersey metropolitan area, South Florida, Chicago (Illinois), and California. Three key challenges facing institutions in their efforts to serve immigrant students were identified: implementing policies governing admissions, fees, and financial aid for individuals who do not have permanent residency status; obtaining and evaluating foreign transcripts; and conducting outreach and recruitment activities that reach immigrants while continuing to serve native-born students, particularly those from historically under-represented groups. Current administrative structures are inefficient and perpetuate educational inequities, but institutional efforts to promote a more systematic implementation of policy are likely to lead to tension and conflict. Institutional research needs are noted. (Contains 10 references.) (JDD)

ED 373 643 HE 027 629

Garcia, Philip
Graduation and Time to Degree: A Research Note from the

(undergraduates 22 years of age and under, undergraduates over 22 years, and graduate students) derived from the 1987 National Postsecondary Student Aid Study. The paper tests whether knowledge of student price response characteristics from national measures can predict specific price response behaviors. From the national data, it was predicted that 77 percent of traditional age undergraduates, 75 percent of nontraditional age undergraduates, and 67 percent of graduate students would persist. At the University of New Orleans, traditional undergraduate persistence rate was 80 percent, nontraditional undergraduate persistence rate was 73 percent, and graduate persistence was 66.6 percent. Results demonstrate that student price response measures can be universally applied to various classes of higher education institutions, and that within-year price response trends for all three populations are consistent with national price response trends. (Contains 27 references.) (JDD)

ED 373 661   HE 027 647

Cameron, Kim; And Others
Assessing the Culture and Climate for Quality Improvement in the Work Environment. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; Culture; Evaluation Methods; Higher Education; *Institutional Evaluation; *Measurement Techniques; Organizational Climate; Quality Control; Quality of Working Life; *Questionnaires; Research Methodology; Test Reliability; Test Validity; *Total Quality Management; *Work Environment
IDENTIFIERS- *AIR Forum; *University of Michigan

This study attempted to develop a reliable and valid instrument for assessing work environment and continuous quality improvement efforts in the non-academic sectors of colleges and universities particularly those institutions who have adopted Total Quality Management programs. A model of a work environment for continuous quality improvement was developed and an instrument was designed to assess non-academic staff's perceptions of the quality process, practices, and results at the University of Michigan (UM). A literature review identified major organizational and higher education models of quality improvement. Researchers designed a study instrument of 217 items which was evaluated by pilot testing with focus groups of UM staff. The final instrument consisted of 201 items that incorporated 35 "quality culture and climate" dimensions. Items focused on perceptions at the respondents' immediate work "unit" level. All permanent non-academic staff completed the questionnaire in February 1994. Of 10,400 questionnaires distributed 4,900 were completed and returned. Results were subjected to data reduction, index development, and reliability and validity testing from which 27 factors emerged. Reliability for indices ranged from .53 to .96. Extensive appendixes contain details of methodology, factor analyses, indices descriptions, and comparisons of conceptual categories and factor indices of a quality culture and a quality climate. (Contains 44 references.) (JB)

ED 373 662   HE 027 648

Selected Data on Federal Support to Universities and Colleges, Fiscal Year 1992. Selected Data Tables.
PUB DATE- 94
NOTE- 53p.; For the 1991 report, see ED 363 183.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Comparative Analysis; Educational Equipment; Educational Facilities; *Educational Finance; Engineering; *Federal Aid; Grants; Higher Education; Institutional Characteristics; *Research and Development; *Resource Allocation; Revenue Sharing; Science Activities; Surveys; Tables (Data); Universities

This report presents survey data from the Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions for Fiscal Year 1992. This is a survey of the 15 federal agencies that provide virtually all of the federal funding for science and engineering research and development (R & D) at universities and colleges. Data tables list federal obligations to universities and colleges by type of activity for the fiscal years (FYs) 1963-92. Data present federal obligations for science and engineering R & D, first by geographic divisions and state, for FYs 1985-92; second, by the 100 universities and colleges receiving the largest amounts, ranked by total amount received, by agency for FY 1992; and, third, by state, institution, and agency for FY 1992. Statistical data also show federal obligations to universities and colleges by: (1) type of activity and agency for FYs 1963-92; (2) geographic division and state for FYs 1985-92; (3) agency and type of activity for FY 1992; (4) geographic division, state, and agency for FY 1992; and (5) the 100 schools receiving the largest amounts, ranked by total amount received and type of activity for FY 1992. (MDM)

ED 373 680 HE 027 666

Altbach, Philip G., Ed.; And Others
Higher Education in American Society. Third Edition.
PUB DATE- 94
NOTE- 384p.; For earlier editions, see ED 289 451 and ED 207 405.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; *Accountability; College Curriculum; College Students; Comparative Education; Court Litigation; Economic Climate; *Educational Finance; Educational Quality; *Educational Trends; Equal Education; Federal Government; Government School Relationship; Graduate Study; *Higher Education; *Institutional Autonomy; Leadership Responsibility; Private Financial Support; State Government; Teaching (Occupation)
IDENTIFIERS- United States

This collection of 16 essays explore the effects and implications of the changing relationship between external societal influences and academic institutions in the United States. A foreword by Clark Kerr is entitled, "American Society Turns More Assertive: A New Century Approaches for Higher Education in the United States." The essays are: (1) "Campus and Commonwealth: A Historical Interpretation" (John R. Thelin); (2) "Academic Freedom in Delocalized Academic Institutions" (Walter P. Metzger); (3) "Autonomy and Accountability: Some Fundamental Issues" (Robert O. Berdahl and T. R. McConnell); (4) "Academic Freedom at the End of the Century: Professional

Education; International Trade; *Internship Programs; Second Language Programs; *Student Reaction; Study Abroad; Undergraduate Study

This study involved students majoring in business/economics and foreign language in an international business program. The students were participants in a semester-long international experience where students were integrated into a host university to learn about management, economics, and marketing from professors abroad, and in an internship in a multinational corporation in a developing country. An interpretive approach was used in analyzing what students do and how they do it, with participants interpreting their world as they experienced it, in conversations with the adjunct faculty responsible for program implementation. Interviews were also conducted with the internship supervisors, host families, and professors at the university abroad. Robert Hanvey's five dimensions for an attainable global perspective were used as the conceptual framework for analyzing student reactions. The five dimensions include perspective consciousness; "State of the Planet" awareness; cross-cultural awareness; knowledge of global dynamics; and awareness of the problems of choice confronting individuals, nations, and the human species concerning the global system. The paper concludes that salient meanings surfaced in the reactions of participants to the unexpected, and the experience integrated participants' formal instruction with the subject matter of life experience. (Contains 20 references.) (JDD)

ED 373 699 IR 016 709

Adriano, Celia T.; Shrock, Sharon A.
Teachers' Competence, Affect, Familiarity, and Perceived Skill Regarding Instructional Technology.
PUB DATE- 94
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Educational Change; *Educational Technology; Foreign Countries; *Instructional Design; Instructional Improvement; School Restructuring; Secondary Education; *Teacher Education
IDENTIFIERS- Philippines; Teacher Surveys; Training Needs

While innovation advocates have focused on the need to reform Philippine schools to meet the needs and demands of society, little has been done to change the teachers' practices. Recent studies have pointed to inadequate teacher training as one of the reasons for Filipino students' low achievement. This study was conducted to identify specific variables which contributed significantly to teacher competence, affect, familiarity, and perceived skill. The survey research method utilized was a three-part instrument administered by the principal investigator. Four independent variables were analyzed: place of work; academic subject; years of teaching experience; and training in instructional technology. Findings suggest specific variables significant in designing a curriculum for preparing teachers in implementing educational programs. The results of the competence test of this study imply a need for training on the use of instructional design and in the instructional

Systems; *Multimedia Materials

This paper examines improving learning outcomes through redesigning information landscapes. The concept of information landscapes has been a constant theme in the development of interactive multimedia packages. For the user interface to this information to be effective and efficient, consideration must be given to the cognitive load placed on the user. The issues of redesigning learning outcomes are examined in the context of the development of a CD-ROM based interactive multimedia package, "Investigating Lake Iluka" (ILI). ILI is based around an ecology simulation and employs a number of different interface metaphors in presenting the materials to the user. The problem-solving nature of ILI lends itself to metacognitive support through the following features: cognitive self-management; provision of prompts; and experience of experts. The paper reviews evaluation of the learning outcomes from the initial use of the package. (Author/JLB)

ED 373 718   IR 016 728

Hirumi, Atsusi; And Others
TEA3M: A System for Infusing Technology into Teacher Education.
PUB DATE- 94
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Computer Networks; Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Innovation; Integrated Activities; Needs Assessment; Partnerships in Education; Program Implementation; Staff Development; *Teacher Education; Teaching Methods; Technological Advancement
IDENTIFIERS- Houston Independent School District TX; Texas (Houston); University of Houston Clear Lake TX

To meet the challenges of preparing teachers for the information-based society, the University of Houston-Clear Lake (Texas) in collaboration with the Houston schools, IBM, and NASA, developed the Teacher Education Advancing Academic Achievement Model (TEA3M). This paper addresses the integration of technology and innovative instructional practices in the preservice and staff development training of teachers and administrators, focusing on the university's teacher education program. The collaborative is in its first year of development, with goals of analyzing computer technology requirements at each collaborating site, installing the necessary equipment and software, defining a curriculum, and beginning the design and delivery of instruction. By the first summer, the local area networks, collaborative-wide network, and Teacher Technology Exploration Center should be fully operative. Five figures illustrate the discussion. (Contains 10 references.) (SLD)

ED 373 719   IR 016 729

Holman, Frank A.; And Others
Technology in Education: Making a Change in Arkansas, "The Comeback State."

Controlled Instruction; *Learning Processes; Literature Reviews; *Metacognition; Research Needs
IDENTIFIERS- *Learning Environments

In learning environments which provide little structure (e.g., hypermedia systems) students have an especially strong need to regulate and control their own learning. However, a review of the literature indicates that merely providing learners with flexible learning environments does not necessarily mean that they will effectively explore and learn meaningfully from the resources provided. It has been suggested from previous research that poor metacognitive skills, that is the inability to accurately monitor, reflect, evaluate, and adjust learning, hinders learning in this free environment. Metacognitive theory and research are reviewed, and recommendations are made for future research in hypermedia-based instruction and learning. (Contains 71 references.) (Author/JLB)

ED 373 737 IR 016 747

Lowry, May; And Others
Collaboration as an Instructional Innovation.
PUB DATE- 94
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Check Lists; Competence; *Cooperation; Educational Innovation; *Educational Technology; Elementary Secondary Education; Experience; Graduate Students; Higher Education; Information Dissemination; *Instructional Design; Teacher Education; *Teaching Methods; Training
IDENTIFIERS- *Collaborative Learning; Rogers (Everett M)

A preliminary study examined how collaboration could be successfully incorporated as an instructional strategy in a class of adult learners. The study was conducted in a graduate-level class on technology for teachers. The class was composed of 10 current and preservice teachers. The principal content of the class was how to select, design, and use instructional technology in the elementary and secondary classroom. The use of collaboration was considered technologically competent, and training the class in collaboration was the objective. Examining how the class reacted to collaboration with regard to the model of dissemination of innovation by Everett Rogers resulted in the development of a checklist of ways to structure a conversation with learners so that concerns about the innovation of collaboration can be addressed. Checklist items are: (1) relative advantage; (2) observability; (3) compatibility; (4) complexity; and (5) trialability (i.e., can it be tried on a limited basis first). One figure illustrates the discussion. (Contains 21 references.) (SLD)

ED 373 738 IR 016 748

Marcinkiewicz, Henryk R.
Practicing vs Future Teachers: Comparisons and Correlates of Computer Use.
PUB DATE- 94
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the

Teaching Methods
IDENTIFIERS- Csikszentmihalyi (Mihaly); *Learning Environments

The relations among curiosity, intrinsic motivation, and the "flow" state of absorbed participation as defined by Csikszentmihalyi are explored. Specifically, the roles curiosity plays in triggering and maintaining a flow state in learners who are engaged in an interactive lesson are considered. There has not been much research on curiosity, but studies tend to confirm the presence of curiosity through observable and quantifiable behaviors. They suggest that its presence results in improved learning and performance, that it can be aroused, and that aroused learners will persist and be self-sufficient in pursuing learning goals. In interactive learning, curiosity would seem to have a central, although not completely understood, role. At its most basic, Csikzentmihalyi's flow state is simply a description of people enjoying themselves. It represents a desired state for those who create educational environments, including computer-assisted instructional environments. The flow state becomes a practical goal in computer-assisted instruction. (Contains 39 references.) (SLD)

ED 373 756 IR 016 766

Scales, Glenda Rose
Trends in Instructional Technology: Educational Reform and Electronic Performance Support Systems.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Computer Assisted Instruction; Computer Software Development; *Educational Change; *Educational Technology; Elementary Secondary Education; Futures (of Society); Instructional Improvement; *Intelligent Tutoring Systems; Job Skills; School Restructuring; Technological Advancement; *Training
IDENTIFIERS- Information Age; *Performance Support Systems; Secretarys Comm on Achieving Necessary Skills

As society moves into the information age, changes need to be made in the educational process to ensure that students will have the skills they will need in the changing workplace. By keeping abreast of the changes in society, education, and training, instructional technology professionals can play a key role in restructuring the educational system. This paper addresses two trends in the educational reform movement: integrating electronic technology in the classroom and the uses of electronic performance support systems (EPSS) as a tool for promoting training and support in education and in the workplace. An EPSS is an integrated electronic system that provides training and support at the moment of need for the employee. The concept of EPSS is examined, as well as its place in the educational process. Finally, the software development process and the need for change with the advent of such trends as EPSS are discussed. (Contains 40 references.) (Author/JLB)

ED 373 757 IR 016 767

the MTDLP was complex and required careful consideration of the following key issues: the identification of the MTDLP; selection and training of faculty; adapting traditional health science curricula; ensuring optimum faculty/student interaction; support services; and technology and its implied costs. The MTDLP developed in the this study was based on the Rio Salado Community College (RSCC) model in Phoenix (Arizona). The MTDLP developed for Folsom Lake College contained recommendations for support services; registrations procedures; orientation programs; counseling programs; student access to course materials; and course/instructor evaluation forms. Included in the appendixes are the interview questions; summary of interviews; and the final draft of the MTDLP. (Contains 61 references.) (Author/JLB)

ED 373 776 IR 016 805

Hsin, Shih-Chang
The Dynamism and Flexibility of Computer Technology Implementation in the Middle Schools in a Centralized Educational System.
PUB DATE- Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Attitudes; *Computer Uses in Education; Educational Technology; Foreign Countries; *Government Role; Junior High Schools; *Public Policy
IDENTIFIERS- *Implementation Analysis; *Taiwan

Taiwan is trying to become an information society. The government is using various strategies to encourage schools to implement computer technology. In the 1980s, colleges and high schools began using computers. Junior high schools began this process in the mid-1980s. There is a lack of research on the influences of those government policies at the junior high school level. Case studies were conducted on computer implementation in two middle (junior high) schools in Taipei. These studies focused on how national and local policies were actually implemented. Data were collected on the uses of computers, hardware and software, curriculum, personnel training, and personnel attitudes toward the implementation. Methods of collecting data included interviews, field observation, document analysis, and questionnaires. Persons interviewed were people involved in the implementation process, including government officials, school teachers, staff members, and school administrators. Major findings were as follows: both schools applied computers mostly in administration rather than instruction; both schools experienced difficulties in coordinating the complexities of technology implementation; one school strictly followed the government policy and received abundant resources and support from the government, and relatively few school personnel were actively involved; the other school acted more autonomously in implementing computers its own way, comparatively more school personnel were involved actively, and this school advanced further in technology growth. (Contains 53 references.) (Author/JLB)

ED 373 777 IR 016 806

Allen, Gayle; Thompson, Ann

Next, the impact of the Internet on K-12 education is discussed and several issues are examined, including access to the Internet; acquiring the skills to navigate the Internet; technical support; navigational aids; telephone lines; increasing traffic; capability of hardware; access to material unsuitable for the classroom; finding time for using the Internet; and student assessment. Finally, five recommendations for using the Internet in Saskatchewan schools are made. A reading list for additional information is provided. (Contains 31 references.) (JLB)

ED 373 799 IR 055 161

Harmatuck, Loretta; Drew, Sally J.
Wisconsin Document Depository Program: Manual for Depository Libraries. Bulletin No. 94401.
PUB DATE- Jun 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Depository Libraries; Government Libraries; *Government Publications; Guidelines; *Information Dissemination; *Library Services; Organizational Objectives; Research Libraries; State Libraries; State Programs
IDENTIFIERS- Wisconsin

This manual is intended for use primarily by depository librarians in Wisconsin in order to help depository libraries comply with the state documents depository law. The manual opens with a description of the Wisconsin Document Depository Program. The history of the program is outlined, and the following general responsibilities and procedures for all types of depository libraries are listed: circulation of materials, interlibrary loan, staffing, space, outreach and promotion, organization of the collection, maintenance of the collection, shipping lists, limited distribution of materials, processing document shipments, classification and cataloging of Wisconsin documents, reference tools, acquisition, and evaluation. Special responsibilities for the different types of depository libraries are also given. Included in the appendices are examples of various forms, listings of Wisconsin Depository Program libraries, and a map of depository libraries. (JLB)

ED 373 800 IR 055 162

Libraries and Their Role in the Information Infrastructure. Hearing on Examining the Role of Libraries in Developing America's New Information Infrastructure, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 19 Apr 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; *Computer Networks; Futures (of Society); Government Publications; Hearings; Information Dissemination; *Information Networks; Information Technology; *Public Libraries; Telecommunications
IDENTIFIERS- *Internet; *National Information Infrastructure

colleges in the Wisconsin Technical College System (WTCS) and in preparing financial and enrollment reports, this document provides a summary of projected cost allocations for the WTCS for 1994-95 derived from data submitted by the colleges on cost allocation schedules. Following a brief foreword, college and statewide data is provided in the following four sets of tables: (1) summaries of college operational costs and total budgets, total expenditures and revenues by college, staff types and costs by college, materials fees and full-time equivalent (FTE) student enrollments by college, and statewide costs and FTE enrollment by aid category; (2) projected FTE costs by college by aid category, including college parallel education, associate degree programs, vocational programs, vocational-adult programs, community services, and total costs; (3) FTE students and costs by college for the instructional divisions of agriculture, business, graphics, home economics, industrial, service and health, technical, television, general education, and total costs; and (4) statewide FTE enrollment and operational cost percentages, cost ratios per FTE student, and FTE student enrollment percentages by instructional division and aid category. The report indicates that, statewide for 1994-95, total operational costs will be $515,367,600; the number of FTE students will be 60,942; the average cost per FTE student will be $8,455; and the ratio of cost per FTE ratio will be 1.00. (MAB)

ED 373 820 JC 940 469

Chen, HongYu; And Others
Assessing General Education: Selection and Implementation of an Instrument To Satisfy Internal and External Constituencies.
PUB DATE- 2 Aug 94
NOTE- 33p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (23rd, Savannah, GA, August 1-3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; Community Colleges; *Comparative Testing; *Educational Assessment; Educational Testing; *General Education; Scores; Test Norms; *Test Selection; *Test Validity; Two Year Colleges

As part of an effort to develop strategies for measuring institutional effectiveness, a study was conducted at West Virginia University at Parkersburg (WVU-P), a two-year institution with an enrollment of nearly 4,000 students, to determine the most appropriate instrument for measuring gains in general education between incoming freshman (i.e., with 15 or fewer credit hours) and near completers (i.e., with more than 45 but fewer than 75 credit hours). WVU-P reviewed five assessment instruments available for measuring general education attainment, electing to pilot test short forms of the Academic Profile (AP) and the College BASE (CB). The AP was administered to 69 students and the CB was administered to 48, while the total sample population had a mean age of 24.6 and was 57.4% female. The mean score for the AP was 444, with a standard deviation of 15.7, compared to a mean AP score of 443 nationwide. The CB mean score for English was 268, with a standard deviation of 64, and 196 for mathematics, with a standard deviation of 46. Test scores indicate that entering WVU-P students are below the national average in general education, but after completion of 45 credit hours, students are generally above the national average. Moreover, the AP was

Austin Community College (ACC), in Texas. First, the goals of program review are briefly reviewed and ACC's mission and instructional philosophy are set forth. The structure and process is then described, indicating that an Instructional Program Review Committee (PRC), formed of two faculty members, two support staff, and administrators, acts as the focal point of review, receiving reports from college-wide PRCs and forwarding recommendations to the Academic Council. This section also indicates that programs are reviewed once within a 5-year period and that the Instructional PRC identifies a program for review; the college-wide PRCs review the Data Collection Instrument (DCI), select chairpersons, and set review dates; after site visits are conducted, the PRCs review results and submit recommendations; and the Academic Council, Cabinet, and President review final reports. Information on the format and content of program review reports is then presented. Finally, the 68-page Instructional Program Review DCI is provided. It contains 14 sections and schedules related to curriculum, faculty, professional development, faculty support services, the program advisory committee/task force, program evaluation, program and college resources, safety, maintaining student records, fair practice, program uniqueness, cost effectiveness, and program effectiveness. (KP)

ED 373 837   JC 940 488

Karsenti, Thierry; Thibert, Gilles
The Influence of Gender Differences on Within-Term Changes in Junior-College Student Motivation.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Females; Followup Studies; Foreign Countries; *Learning Motivation; Males; Outcomes of Education; *Self Determination; *Self Motivation; *Sex Differences; Student Characteristics; *Student Motivation; Two Year Colleges; *Two Year College Students

A field study was conducted to investigate the effect of gender, and gender combined with other variables on within-term changes in junior college student motivation. Intrinsic motivation (IM) refers to doing an activity for the pleasure and satisfaction derived from participating. Extrinsic motivation (EM) refers to engaging in behaviors as a means to an end. In the first week of the fall term, 2,434 students from a junior college in Quebec were asked to complete the Echelle de Motivation en Education (Academic Motivation Scale) and to provide additional personal data (i.e., name, age, academic program, hours of employment, terms completed, and place of residence). After 3 months, students were asked to complete the scale again. Study findings included the following: (1) pre-test mean scores differed significantly between male and female students, with the females tending to be more self-determined on IM, EM, and amotivation subscales; (2) post-test results revealed that the motivation of all students dropped significantly, though females remained significantly more motivated than males on all subscales; (3) male working students became less self-determined, while working did not seem to have a significant effect for female students; (4) a loss in self-determination took place for males during their first academic term, whereas

*Transfer Programs; Two Year Colleges
IDENTIFIERS- *Illinois

In January 1993, the Illinois State Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities launched the state's Articulation Initiative to develop a model general education curriculum that would be accepted as students transfer between the state's colleges and universities. The resulting General Education Core Curriculum (GECC) is designed to ensure the full transferability of credits for students attaining the Associate degree, for students transferring from a college before attaining an Associate degree, and for students transferring between baccalaureate degree-granting institutions. The GECC consists of courses designed to introduce students to the breadth of knowledge and the different modes of inquiry of different academic disciplines, balancing requirements among the core arts and sciences disciplines, and closely mirrors typical lower-division general education requirements of Illinois baccalaureate granting institutions. The requirements include three courses in communication, including a two-course sequence in writing and one course in oral communication; one to two courses in mathematics; two natural science courses, including one life science and one physical science, one of which must be a laboratory course; three humanities and fine arts courses, with at least one course from each division; and three courses in social and behavioral sciences, with courses selected from at least two disciplines. (Includes descriptions of courses in the GECC and lists of Articulation Initiative panel members.) (MAB)

ED 373 855 JC 940 523

Burley, Hansel
Persistence: A Meta-Analysis of College Developmental Studies Programs.
PUB DATE- 94
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Basic Skills; *College Preparation; College Students; Community Colleges; *Developmental Studies Programs; Dropout Research; Meta Analysis; Program Evaluation; Remedial Programs; *School Holding Power; *Student Attrition; Two Year Colleges; Withdrawal (Education)

To obtain a quantitative meta-analysis of studies addressing the effects of community college Developmental Studies Programs (DSPs) on students enrolled in higher education, an analysis was undertaken of a sample of studies culled from journal articles, dissertations, unpublished works found in ERIC, and published and unpublished proceedings of conferences. Results were measured by "effect size," a quantitative way of describing how well the average student who received intervention performed relative to the average student who did not receive the intervention. An effect size of zero, for example, indicated that a participating student did no better or worse than a non-participating student, while a positive effect size indicate that participants performed better than an average student. Results of the study included the following: (1) effect size estimates for developmental studies English majority felt that their job responsibilities, the center's goals and objectives, and center policies and procedures were unclear. The program developed and implemented to correct this problem included presentations on personnel policies, center policies and procedures, licensing regulations, parent communication, classroom management, and the goals and mission of the center. An analysis of post-intervention teacher surveys found that the teachers were able to identify the mission and goals of the center, understood school policies and procedures, were aware of state licensing requirements, and could demonstrate an understanding of classroom management techniques. Staff turnover was reduced as a result of this practicum, with 9 out of 12 participants remaining employed at the center for a period of 3 months or longer. (Four appendixes contain copies of the classroom observation checklist, center goals and objectives, policies and procedures survey, and the center's mission and vision.) (Author/MDM)

ED 373 873 PS 022 528

Comprehensive Child Development Program--A National Family Support Demonstration. Interim Report to Congress.
PUB DATE- 6 May 94
NOTE- 463p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Community Programs; Demonstration Programs; *Family Programs; Federal Legislation; Federal Programs; Government Role; *Preschool Children; *Program Effectiveness; Program Evaluation; Public Agencies; Public Policy
IDENTIFIERS- Administration for Children Youth and Families; *Comprehensive Child Development Program (ACYF); Department of Health and Human Services; Family Support; Integrated Services; Program Characteristics

The Comprehensive Child Development Program (CCDP), enacted by Congress in 1988, provides intensive, comprehensive, integrated, and continuous support to preschool children from low-income families to enhance their intellectual, social, and physical development. It also provides needed services to parents and household family members to enhance their social and economic self-sufficiency. This interim report, covering the period from September 1989 through March 1993, reports on the progress of 34 program demonstration grantees serving 3,300 families. In Part 1, Chapter 1 describes the history, start-up activities, components, policy questions, feasibility analysis, process evaluation, and impact evaluation of the CCDP program. Chapter 2 describes the CCDP families projects included in the report. Chapters in Part 2 of the report analyze the feasibility (development and structure) and process evaluation (issues of individual and family goal attainment) of CCDP. Chapter 3 gives the conceptual framework and evaluation methods. Chapters 4 through 8 provide evaluation results, covering project life cycles, attrition, family satisfaction, use, goal attainment, community effects, and cost contain a sample case management goal and action plan, CCDP management information system codes children, parents, and families. Chapter 9 presents the conceptual framework and study methods. Results of parent and family outcomes are given in Chapter 10, and results of child outcome are given in Chapter 11. Chapter 12 summarizes the philosophy of CCDP and contains summaries of the feasibility analyses and evaluations. Overall, the report concludes that the CCDP projects--although not easy to

Head Start; Reauthorization Legislation

These hearing transcripts present testimony concerning the Clinton Administration's plans to expand and improve Project Head Start. Testimony was heard from Senators Christopher J. Dodd, Dan Coats, Nancy Landon Kassebaum, Strom Thurmond, James M. Jeffords, and Harris Wofford, as well as Representatives Matthew G. Martinez and Susan Molinari, and Mary Jo Bane, Assistant Secretary for Children and Families, U.S. Department of Health and Human Services. Testimony was also offered by Sandra Kessler Hamburg, director of education studies for the Committee for Economic Development, Valora Washington of the W. K. Kellogg Foundation, a Head Start program director, two Head Start parents, and a graduate of a Head Start program. An appendix includes prepared statements delivered by Assistant Secretary Bane, Ms. Hamburg, the Head Start program director, parents, and the Head Start graduate. (MDM)

ED 373 892 PS 022 610

Healthy Meals for Healthy Americans Act of 1994. Committee on Education and Labor Report To Accompany H.R. 8. House of Representatives, 103D Congress, 2d Session.

PUB DATE- 3 Jun 94

NOTE- 86p.; For Part 2, see PS 022 614.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; *Federal Legislation; *Federal Programs; Federal State Relationship; *Food Service; Food Standards; *Nutrition; Nutrition Instruction; Pilot Projects; Program Costs; Program Improvement; *School Activities

IDENTIFIERS- Child Nutrition Act 1966; Commodity Distribution Program; Congress 103rd; *Healthy Meals for Healthy Americans Act 1994; National School Lunch Act 1946; Reauthorization Legislation

This report discusses amendments offered by the Committee on Education and Labor to H.R. 8, the Healthy Meals for Healthy Americans Act, which reauthorizes and improves the nutrition programs under the National School Lunch (NSL) Act and the Child Nutrition Act of 1966. Thirteen amendments to the NSL Act deal with: (1) technical assistance to school lunch, summer food service, and child and adult care food programs; (2) nutritional requirements; (3) special assistance to schools electing to serve all children free meals; (4) school lunch and breakfast pilot programs; (5) miscellaneous provisions and definitions; (6) the summer food service program; (7) the commodity distribution program; (8) the child and adult care food program; (9) the homeless children nutrition program; (10) pilot projects; (11) reduction of paperwork; (12) extension of the Food Service Management Institute; and (13) the duties of the Secretary of Agriculture relating to debarment for fraud or bid rigging in procurement of government commodities. Four amendments to the Child Nutrition Act address school breakfast and special supplemental programs, state administration expenses, and nutrition education and training. The views of the minority Republican members of the committee are also included. (MDM)

ED 373 893 PS 022 611

Field Hearing on H.R. 6 Reauthorization of the Elementary and Secondary Education Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the (and avoidable) factors can cause problems. Providing training programs and information can help reduce risks. It also notes that child development can vary from culture to culture. Intervention can be guided by theory, but it is important to recognize that most theory originates in the United States or Europe and should not be assumed to be universally valid. The remainder of the newsletter consists of descriptions of intervention approaches and programs for disadvantaged children in: (1) France; (2) Peru; (3) Israel; (4) The Netherlands; (5) Romania; (6) El Salvador; (7) Zimbabwe; (8) England; (9) the United States; (10) Scotland; (11) Malaysia; (12) and Columbia. One essay discusses various child development theories, including those of Piaget, Vygotsky, Bronfenbrenner, and Brazelton. (TM)

ED 373 912 PS 022 684

Podmore, Valerie N.
Early Childhood Education and Care: A Summary Review of the Outcomes of Inadequate Provision.
PUB DATE- 94
NOTE- 30p.; This summary review was completed for the Ministry of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Child Development Centers; *Early Childhood Education; *Early Experience; High Risk Students; *Institutional Evaluation; *Outcomes of Education
IDENTIFIERS- Caregiver Training; New Zealand

A review of the literature on educational outcomes for children of early childhood education can provide relevant information for policymakers. Research suggests that the quality of programs offered in early childhood centers affects the extent to which children experience education. On the basis of the studies, the main characteristics of low quality centers are: (1) inappropriate caregiver-child ratios; (2) inadequate staff training; (3) large group size; (4) high staff turnover; (5) inexperienced staff; (6) inappropriate programs; (7) low levels of interaction; (8) limited parental involvement; (9) low maintenance of indigenous cultures; and (10) an inadequate physical environment. Insufficient provision of early childhood services adversely affects all children, but affects most strongly those children who are at risk. Recent research also highlights the importance of funding levels in the maintenance of quality programs. In New Zealand, the quality of early childhood centers and the provision of early childhood education compares favorably with the quality and provision found in the United States. Research with children in New Zealand childcare centers supports the importance of high staff-child ratios, staff training, and ongoing inservice training. (Contains 86 references.) (SW)

ED 373 913 PS 022 685

Kinship Care: A Natural Bridge.
PUB DATE- 94
NOTE- 90p.; A report of the Child Welfare League of America based on the recommendations of the CWLA North American Kinship Care Policy and Practice Committee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

and a list of conference participants. (KS)

ED 373 929 RC 019 486

Lee, John E., Jr.
Observations on Agricultural Policy, Policy Reform and Public Policy Education.
PUB DATE- Jan 94
NOTE- 24p.; In: "Increasing Understanding of Public Problems and Policies: 1993"; see RC 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agriculture; *Extension Education; Farmers; *Government Role; *Public Policy; Role of Education; *Rural Extension
IDENTIFIERS- *Farm Policy; Policy Issues; *Public Policy Education

The intervention of the United States government in agriculture in the 20th century is an explainable response to basic characteristics of agriculture: unpredictability, immobile resources, technological changes and disproportionate supply and demand factors. The concentration of large benefits among relatively few producers and diffusion of costs over a large nonfarm population make policy reform difficult. The policies in place since the 1930s have had both positive and negative consequences from a societal perspective. While farm policies have gradually become less distortive, less expensive, and increasingly sensitive to a broader array of social concerns, such as the environment and food safety, they still reduce the overall efficiency of the U.S. economy, regressively redistribute income and wealth, and divert attention and energy of policymakers away from more pressing rural and social problems. Increasing public understanding of the consequences of alternative policies will equip people for productive questioning. Such outreach is essential for policy reform and is both an opportunity and a challenge for public policy educators. (KS)

ED 373 930 RC 019 487

Hahn, Alan J.
Innovations in Public Policy Education.
PUB DATE- Jan 94
NOTE- 7p.; In: "Increasing Understanding of Public Problems and Policies: 1993"; see RC 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Role; *Extension Education; *Policy Formation; *Political Influences; *Public Opinion; *Public Policy; Role of Education
IDENTIFIERS- *Public Policy Education

Four major changes have occurred in public policy education during the past 5-0 years. First, public policy educators have richer and more complicated discussions about the relative benefits of advocacy and objectivity in policy education. Second, public policy educators and community developers are moving toward a genuine merger of content and process, their respective strengths. Third, a richer and more complicated picture is developing of how public policy education impacts public understanding and the policy formation process. Fourth, long-range plans as part of the Pennsylvania Strategic Planning Program; (10) lists of respondents to interim study data, state agency personnel interviewed, participants in the survey of other states' practices, and organizations contacted for position papers on distance learning; (11) an instrument to assess educational opportunities and identify needs in distance education; and (12) request fo

ED 373 948 RC 019 762

Red Hawk, Richard
A, B, C's the American Indian Way.
PUB DATE- 88
NOTE- 61p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indians; Childrens Literature; *Material Culture; Preschool Education; Primary Education; *Tribes

This book, recommended for children from preschool through age 8, presents various facts about American Indians and American Indian culture and history. Using the alphabet, the book provides information on the Apache people of the southwestern United States; the Luiseno of southern California; the Modoc of northern California; the Navajo nation, which is the largest tribe in the United States; the Quechan of southeastern California; the Umatilla people who mostly live in the northwestern United States; and the Zuni of New Mexico. Objects representative of American Indian culture are described, including Iroquois false faces, Plains Indian tipis, Plateau Indian drums, baskets, eagle feathers, yei masks, kachina dolls, and traditional headdresses. The book also profiles the lives of famous Indian figures, including Geronimo, Ishi, Pocahontas, Captain Jack, Chief Ollokot, and Chief Joseph. Contains many photographs. (LP)

ED 373 949 RC 019 763

Red Hawk, Richard
A Trip To a Pow Wow.
PUB DATE- 88
NOTE- 51p.; Illustrated by Anne C. Brook. Some illustrations may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indians; Books; Childrens Literature; Clothing; *Cultural Activities; Cultural Awareness; *Dance; Elementary Education; Tribes
IDENTIFIERS- Ceremonies; *Powwows

This illustrated children's book describes the American Indian powwow, an important element of contemporary Native American life in the United States and Canada. The main character of the book, Tess, is a Native American. She explains to her classmates at school about the origin and meaning of the powwow and also about the wars between the Indians and the White men. During the wars the soldiers forced the Indians to move off their lands onto reservations. Tess explains that Indians have powwows to celebrate being Indians. She also shows her classmates the traditional dress for powwows including a beaded discussed: (1) the extent to which the reconceptualization of the pedagogical approach to teaching mathematics encouraged in the reform was taken up by teachers, and (2) the effect it had upon the student body. Senior high school mathematics teachers (n=400) completed a questionnaire that dealt with changes in pedagogy, adoption of methodological changes, teacher attitudes and opinions, and teacher actions regarding change. Surveys were also given to 11th- and 12-grade students (n=1,550). Results showed students to be conservating in their views of the changes, but they agreed with their importance. Contains 16 references. (MKR)

ED 373 971   SE 054 563

Carpenter, Thomas P.; And Others
Teaching Mathematics for Learning with Understanding in the Primary Grades.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 21p.; A paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Arithmetic; *Cognitive Development; Demonstration Programs; *Mathematics Instruction; Metacognition; *Number Concepts; Number Systems; Primary Education; *Problem Solving
IDENTIFIERS- Cognitively Guided Instruction; Conceptually Based Instruction; *Mathematical Communication; Number Sense; Problem Centered Mathematics Project; Supporting Ten Structured Thinking Project

In this paper four programs are described in which children learn multidigit number concepts and operations with understanding: (1) the Supporting Ten-Structured Thinking projects, (2) the Conceptually Based Instruction project, (3) Cognitively Guided Instruction projects, and (4) the Problem Centered Mathematics Project. The diversity in these programs indicates that learning with understanding is possible under a variety of conditions; however, a critical feature shared by the four programs is that they engage students in building connections. In each of the programs, treating the development of arithmetic procedures as a problem-solving activity and asking students to share and explain their answers encourages students to reflect on procedures and on the properties of the whole number system and to learn these topics with understanding. Contains 16 references. (MKR)

ED 373 972   SE 054 576

Levine, Gavrielle
Prior Mathematics History, Anticipated Mathematics Teaching Style, and Anxiety for Teaching Mathematics among Pre-Service Elementary School Teachers.
PUB DATE- Oct 93
NOTE- 22p.; Paper presented at the Annual Meeting of the International Group for the Psychology of Mathematics Education, North American Chapter (15th, Asilomar, CA, October 15-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Clinton, William J.; Gore, Albert, Jr.
Science in the National Interest.
PUB DATE- Aug 94
NOTE- 37p.; Based on the forum on "Science in the National Interest" (Washington, DC, January 31-February 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Engineering; *Federal Government; Government Publications; Industry; School Business Relationship; *Science Education; Technology Education

A major concern today is the need to ensure that future generations will be equipped with the knowledge and skills they need to prepare for high-technology jobs, to become leaders in scientific research, and to exercise the responsibilities of citizenship in the 21st century. This document, carrying on the cover and title page the names of the President and Vice-President, respectively, is based on a forum held at the National Academy of Sciences under the auspices of the Office of Science and Technology Policy, to begin shaping the Administration's goals and strategies for science. The first two chapters summarize the need and importance of educating Americans in the area of science, and provide insight on how science education is interconnected with other strategic goals set by the Administration. Chapter 3, "Setting Our National Goals," describes various specific goals that will require the resources of government and the creative participation of industry and academia. Chapter 4, "Reaching Our Goals," presents a plan for reaching the five goals listed in chapter 3, and describes several projects that are already underway that will enhance science learning and research. The final chapter, "A Shared Commitment," reiterates the need for a broad program for advancing science in the national interest and the need for all Americans to work to reach the prescribed goals. (ZWH)

ED 373 995 SE 054 768

Future Content in Science and Technology Education at Secondary Level. Proceedings of the UNESCO PROAP/APEID Regional Workshop for the Development of Science Education at the Secondary Level with Special Reference to Futures Content (Beijing, People's Republic of China, November 29-December 5, 1989).
PUB DATE- 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Course Content; *Educational Change; *Foreign Countries; *Science Education; Secondary Education; Workshops

In order to improve science education for students, it is necessary to look ahead at long term projects geared toward the improvement of science education and the specific content that must be taught today to prepare students for future science endeavors. To provide a forum for this discussion, The three major components of the workshop were as follows: (1) country experiences in regard to new trends in science and technology education at the secondary level, future content and curricular designs in science and technology education at the secondary level, and current status of the developmental work in this regard; (2) future content, its justification and its analysis; and (3) potential sources for reference and consultation,

ED 374 017 SE 055 076

Davis, Mary Pitt
Action Biology for the First Year. First Edition.
PUB DATE- 88
NOTE- 455p.; For related manual, see SE 055 077.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biological Sciences; *Biology; *Science Activities; *Science Education; *Science Experiments; Secondary Education

The effectiveness of science experiments often are partly dependent upon the amount of classroom time available for implementation. This factor alone has frustrated many teachers who attempt to complete laboratory assignments in the allotted time period. This document provides experiments that were designed for the middle year in a 3-year biology program for grades 7-12. Each lesson is designed for 1-hour periods. This document is divided into five parts: (1) Getting Started; (2) The Cell; (3) The Flow of Life; (4) Invertebrates; and (5) Vertebrates. Some of the experiments provided discuss the following topics: (1) chemical models; (2) organic components, (3) acids, bases, and buffers; (4) cells; (5) food and respiration; (6) DNA models; (7) mitosis and meiosis; (8) gene mutations; (9) blood typing; (10) fossil boy; (11) pedigree studies; (12) invertebrates; (13) vertebrates; (14) circulatory, digestive, and respiratory systems; and (15) touch receptors. The appendices contain a glossary of terms, a list of suppliers of equipment, materials, and teaching aids, as well as an answer key. (ZWH)

ED 374 018 SE 055 077

Davis, Mary Pitt
Action Biology. Advanced Placement for the Second Year. First Edition.
PUB DATE- 88
NOTE- 524p.; For related manual, see SE 055 076.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Courses; *Biology; Instructional Materials; *Science Activities; *Science Education; *Science Experiments; Secondary Education

This document provides biology experiments designed for students who have completed a first year biology course. This self contained laboratory booklet contains four sections. In section 1, "Instrumentation in the Study of Cells," discussion sections and suggestions for teacher demonstrations are provided. It also includes some basic materials which should have been introduced in the first year biology course, but does so in greater depth. Section 2, "Diversity of Life and Reproduction," is primarily descriptive and covers phyla normally not explored in a first year course. Section 3, "Animal Growth and Behavior," contains primarily experimental laboratories ranging from a traditional descriptive dissection of a cat to the latest in biological inquiry, the creation of hybridomas and monoclonal antibodies. Section 4, "Plant Growth Relationships," student body with an ethnic composition of 56 percent Hispanic, 31 percent black, 13 percent white, and one percent Asian American/Indian. The textbook that had been in use gave inadequate attention to minority groups and women, so that these students did not feel they were an integral part of the U.S. history experience. The curriculum was designed to encourage active student involvement in their course work. It emphasized the use of guest speakers; hands on discovery learning projects designed to enhance knowledge of the diverse cultural heritage of students in the United States; and group projects and oral history projects designed to expand each student's sense of the relevance of U.S. history to today's world. Results indicated that, as a result of implementation, students were significantly more involved in and enthusiastic about U.S. history than in previous classes. Students achieved higher levels of performance than in prior classes. The appendices include specific performance standards of U.S. history; and a competency based curriculum for U.S. history. Contains 17 references. (DK)

ED 374 038 SO 024 287

Latimore, Sonja, Ed.
Education for Democracy.
PUB DATE- 92
NOTE- 105p.; This serial is published annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Citizenship Education; *Cultural Differences; Curriculum Development; *Democracy; *Democratic Values; Educational Change; Educational Research; Elementary Secondary Education; Multicultural Education; Social Studies

The ESR Journal presents educational frameworks that promote divergent viewpoints, stimulate critical thinking about controversial issues, teach creative and productive ways of dealing with differences, promote cooperative problem solving, and foster informed decision making. The theme of this particular issue is: "Educating for Democracy." The 8 articles in this volume are grouped under three topics: (1) democracy and school reform; (2) democracy in a changing society; and (3) democracy at work in the classroom. The first section includes 3 articles: (1) "Education for Democracy: Public Life, Public Values, and Power" (Frances Moore Lappe; Paul Martin Du Bois); (2) "Democratic Schools at Risk" (George Wood); and (3) "The Hanover High School Council" (Marilyn Blight). The second section contains two articles: (1) "Whose Curriculum?: Cultural Diversity and Our Schools" (Laurie Olsen); and (2) "Social Justice in a Quaker School: A Process of Multicultural Change" (Carolyn R. O'Grady). The third section contains: (1) "Educating for Democracy and Community: Toward the Transformation of Power in Our Schools" (Seth Kreisberg); (2) "Democracy in the Elementary Classroom: A Curriculum for Interdependence" (Alan Medville); and (3) "Empowering the Educated: Strategies for Efficacy" (April Laskey Aerni; Deborah R. First). (DK)

ED 374 039 SO 024 312

McElroy, Guy C.
Sharing Traditions: Five Black Artists in Nineteenth-Century America. Artists' Notebook and Study Guide.
PUB DATE- 85
NOTE- 57p.

Revolution by relying on primary sources. The lessons divide the conflict into 3 periods: (1) the friction leading to the War; (2) the struggle for independence; and (3) the expectations that shaped people's participation. The feature that distinguishes this treatment of the Revolution from other lessons is a focus on the conflict from the perspective of women. Although women always have comprised more than half of the population, their presence in recorded history has been marginal. Until recent decades, most historians focused their interest on political, military, or commercial leaders. With few exceptions, women traditionally had been excluded from these careers of public power. As the study of history has changed, historians have come to recognize the important roles that ordinary people, male and female, have had in shaping the nation. A more inclusive picture of the past that considers the contributions of people previously neglected in historical writing not only more accurately describes the past, but also will help students appreciate that they too have a role in history's pageant. An accurate account of the past can partially explain some of the enduring social inequalities that are the consequence of culture, not biology. During the Revolutionary Era, women comprised half of colonial society. Their contributions were crucial to the final victory. Although most women were noncombatants, they were subjected to the consequences of war, including suffering, violence, and death. (Author/DK)

ED 374 058 SO 024 469

Vigilante, David
The Constitution in Crisis: The Red Scare of 1919-1920. A Unit of Study for Grades 9-12.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; Democracy; Ethnocentrism; *Freedom of Speech; Government (Administrative Body); *Government Role; High Schools; *History Instruction; Immigrants; *Political Affiliation; Political Socialization; Primary Sources; *Secondary School Curriculum; Social Discrimination; *United States History
IDENTIFIERS- Bill of Rights; First Amendment; Goldman (Emma); Labor Union Militancy; *Red Scare

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. Continuing narrative provides context for the dramatic moment. By studying a crucial turning-point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The lessons are based on primary sources, taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study. By analyzing primary sources, students will learn how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part. This unit is designed to help students recognize that the guarantees of the Bill of Rights are fragile and must be secured by a commitment to principles. When exaggerated fears of political, racial, or and new culture, and continual inquiry into new possibilities. Some preliminary recommendations for public policy formation are made, including providing assistance to existing age-segregated educational programs, working within the existing family literacy infrastructure to create intergenerational programming, and creating demonstration projects as laboratories for innovative practices. A 42-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 605 FL 800 810

Project EXCEL: Westin St. Francis, Housekeeping Department. English Communication, Module 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 54p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Communication Skills; Course Content; Hospitality Occupations; *Hotels; *Housekeepers; Instructional Materials; Interpersonal Communication; *Literacy Education; Organizational Communication; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel housekeeping staff in one participating hotel. The curriculum consists of six instructional units on these topics: hotel-related vocabulary; discussing location of items; use of numbers; describing specific housekeeping problems; special requests; and review. Each unit contains worksheets with illustrations. The review section is designed specifically for use with an audiotape recording (not included here). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 606 FL 800 811

Project EXCEL: Westin St. Francis, Stewarding Department. English Communication, Module 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; Course Content; Helping Relationship; *Hospitality Occupations; *Hotels; *Housekeepers; Instructional Materials; Interpersonal Communication; Limited English Speaking; *Literacy Education; Organizational Communication; Skill Development; Vocabulary Development; Vocational Education; *Vocational English (Second Language)

ED 373 624 HE 027 610

Middaugh, Michael F.
Interinstitutional Comparison of Instructional Costs and Productivity, by Academic Discipline: A National Study. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 50p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Comparative Analysis; Credits; Higher Education; *Instructional Student Costs; Intellectual Disciplines; National Surveys; Productivity; *State Colleges; State Universities
IDENTIFIERS- *AIR Forum

An examination of instructional costs and productivity was conducted in a national study of publicly supported colleges and universities. Of an initial pool of institutions selected from two national associations of colleges and universities, 101 participated including 58 comprehensive institutions, 22 doctoral institutions, 16 research institutions, and 5 liberal arts institutions. Data analysis looked at four ratios: student credit hours taught per full time equivalent (FTE) faculty; FTE students taught per FTE faculty; direct institutional cost per student credit hour, and direct instructional cost per FTE student taught. Each ratio is displayed by institutional classification and academic discipline. Findings included the following: (1) doctoral institutions showed heavier teaching loads than comprehensive or research institutions and at lower instructional cost levels; (2) doctoral institutions were less costly than comprehensive institutions in the humanities, mathematics, computer sciences and behavioral and social sciences; (3) comprehensive institutions were less costly in fine arts, natural and physical sciences, business curricula, and preprofessional curricula; (4) research institution generally spent more per FTE student taught than either comprehensive or doctoral institutions; and (5) regular faculty on appointment were the single strongest contributor to direct instructional expenditures. Appendixes contain extensive tables of data and other information on participating institutions. (JB)

ED 373 625 HE 027 611

Matier, Michael W.; And Others
How It Ought To Be: Institutional Researchers' Roles as We Approach the 21st Century. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Agents; Change Strategies; Colleges; *Decision Making; Higher Education; Information Dissemination; Information Management; Information Needs; Information Services; *Information Utilization;

California State University. AIR 1994 Annual Forum Paper.
PUB DATE- 26 May 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Bachelors Degrees; College Freshmen; College Graduates; *Graduation; Higher Education; Incidence; State Universities; Stopouts; *Time Factors (Learning); Transfer Students; *Undergraduate Students
IDENTIFIERS- *AIR Forum; California State University; *Time to Degree

A profile of graduation rates and time-to-degree was generated for undergraduates entering California State University in fall 1978 or fall 1979, as first-time freshmen (n=53,445) and community college transfer students (n=44,992). The profile analyzes: (1) the proportion of new students who ultimately graduate; (2) the distribution of degrees over time; (3) the average time-to-degree for new students; and (4) the extent to which time-to-degree is prolonged by the stop-out phenomenon (leaving school for one or more terms). Sixty percent of all upper division transfer students and nearly half of all first-time freshmen emerged with baccalaureate degrees. Twelve percent of the transfer students took 6 years or longer to earn their degree, and 10 percent of the freshmen took 8 years or longer. The average elapsed time to degree was about 3.5 years for transfers and 5.5 years for freshmen. Stopping out contributed half of a year to the elapsed time among transfers and added two-thirds of a year to the elapsed time among freshmen. These findings represent benchmarks for a public university with moderately selective admission requirements. (JDD)

ED 373 644 HE 027 630

Knight, William E.
Influences on the Academic, Career, and Personal Gains and Satisfaction of Community College Students. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Career Development; Community Colleges; Higher Education; Influences; *Participant Satisfaction; Student Attitudes; *Student Characteristics; *Student Development; Student Experience; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *AIR Forum

This study surveyed community college students to determine the dynamic relationships among: their background variables; college experiences; academic, career, and personal gains; and satisfaction. The Community College Student Experience Questionnaire was administered to 1,062 students, and A. Astin's (1991) input-environment-output assessment model was used in the analysis. Primary background variables were age, credit hours completed, gender, family and job effects on

Harrington, Charles
The Assessment of the Institutional Research Function. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Evaluation Methods; Higher Education; Institutional Research; *Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum; West Georgia College

West Georgia College, a public, 4-year institution in the University System of Georgia, conducted an assessment of its institutional research function. The assessment design consisted of two distinct elements: an internal program assessment, and an assessment of institutional research as perceived by campus constituents. The assessment was undertaken as part of the activities surrounding the entire institution's review and reaffirmation of accreditation from the Commission on Colleges Southern Association of Colleges and Schools (SACS). The assessment design for institutional research functions was developed in compliance with SACS accreditation criteria as well as the institution's goal of determining how effective the office was in carrying out its mission. The office developed a survey asking for evaluation on external reporting, faculty studies, student studies, academic operations, institutional studies, institutional effectiveness, and planning and coordination support. Results indicated that for the most part institutional research studies were reaching the right people with the right information at the right time. For the internal program review, the office established a set of goals and objectives to guide the effort. The office developed its own four-part model and established and defined program outcomes and expected results. (Contains 19 references.) (JB)

ED 373 663 HE 027 649

Hurtado, Sylvia; And Others
Latino Student Transition to College: Assessing Difficulties and Factors in Successful College Adjustment. 1994 AIR Annual Forum Paper.
PUB DATE- May 94
NOTE- 33p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); College Freshmen; College Sophomores; *College Students; Emotional Adjustment; Higher Education; Hispanic Americans; Institutional Characteristics; Private Colleges; School Holding Power; Social Adjustment; Student Adjustment; Student Characteristics; *Student College Relationship
IDENTIFIERS- *AIR Forum; Higher Education Research Institute; Hispanic American Achievement; *Hispanic American Students; Integrated Postsecondary Education Data System; Latinos;

Labor, Gender, and Professionalism" (Sheila Slaughter); (5) "Economics and Financing of Higher Education: The Tension Between Quality and Equity" (W. Lee Hansen and Jacob O. Stampen); (6) "The Federal Government and Higher Education" (Lawrence E. Gladieux and others); (7) "The States and Higher Education" (Aims C. McGuinness, Jr.); (8) "The Courts" (Walter C. Hobbs); (9) "Other External Constituencies and Their Impact on Higher Education" (Fred F. Harcleroad); (10) "Problems and Possibilities: The American Academic Profession" (Philip G. Altbach); (11) "College Students in Changing Contexts" (Eric L. Dey and Sylvia Hurtado); (12) "Comparative Reflections on Leadership in Higher Education" (Martin Trow); (13) "It's Academic: The Politics of the Curriculum" (Irving J. Spitzberg, Jr.); (14) "Graduate Education: Changing Conduct in Changing Contexts" (Patricia J. Gumport); (15) "Current and Emerging Issues Facing Higher Education in the United States" (Ami Zusman); and (16) "The Insulated Americans: Five Lessons from Abroad" (Burton R. Clark). (MDM)

ED 373 681 HE 027 667

Barnes, Michael W.; And Others
Expenditure Data and Their Accuracy for Peer Institutional Comparisons.
PUB DATE- May 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Comparative Analysis; Data Collection; Diversity (Institutional); *Expenditures; Financial Audits; *Financial Problems; Higher Education; Operating Expenses; *Private Colleges; Recordkeeping; *School Accounting; School Surveys
IDENTIFIERS- *Integrated Postsecondary Education Data System

This study sought to determine if private colleges and universities are accurately reporting budgetary data to the Integrated Postsecondary Educational Data System (IPEDS) of the U.S. Department of Education following guidelines issued by the American Institute of Certified Public Accountants (AICPA) and the National Association of College and University Business Officers (NACUBO). A total of 38 peer institutions were asked to submit their current funds expenditures schedules or other financial statements listing department and activity expenditures. Eleven institutions responded, and only four returned complete schedules with dollar figures (five returned incomplete data). An analysis of data from the nine institutions that provided any information found discrepancies in reporting computing, academic administration, retiree and staff benefits, registration, and campus security and safety. It did not find problems with the reporting of college work-study, alumni and public relations activities, and admissions. An appendix contains NACUBO guidelines for reporting university financial expenditures. Contains 13 references. (MDM)

ED 373 682 HE 027 668

Health Professions Education: Role of Title VII/VIII Programs in Improving Access to Care Is Unclear. Report to Congressional Committees.
PUB DATE- Jul 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

technology field. (Contains 28 references.) (Author/JLB)

ED 373 700 IR 016 710

Aust, Ronald; Padmanabhan, Sandra
Empowering Teachers with Technology: An Agenda for Research and Development.
PUB DATE- 94
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; *Educational Trends; Elementary Secondary Education; Instructional Improvement; *Instructional Innovation; Literature Reviews; Professional Associations; Scholarly Journals; Teacher Role; Trend Analysis; Work Environment
IDENTIFIERS- Association for Educational Communications Tech; *Teacher Empowerment

Anthropologists and sociologists have found that technological innovators are more likely to find success when they: (1) recognize the group's unique identity; (2) assist the group in understanding and using the technology; (3) empathize with the group's environmental and cultural needs; and (4) empower the group to meet those needs. After reviewing related education literature, 12 questions (3 each for 4 factors) were established for considering how articles in the major research journals of the Association for Educational Communication and Technology (AECT) from 1953-1993 addressed issues that demonstrated an awareness of the teachers' culture in school. Of the 847 articles reviewed, 24% recognized the teachers' roles; 13% demonstrated an understanding of the teachers' working conditions; 15% provide specific explanations of how educational technology can be integrated into school structures; and 10% identified specific needs and corresponding educational technology solutions for empowering teachers. Recommendations made from this analysis include greater emphasis on teacher conditions and relevance in the research literature; articulation of how educational technology can be made effective within the schools' culture; and strategies for empowering teachers through educational technology resources. (Contains 30 references.) (Author/JLB)

ED 373 701 IR 016 711

Berge, Zane L.; Collins, Mauri
Publishing and Editing an Electronic Journal on the Internet.
PUB DATE- 94
NOTE- 22p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; Electronic

PUB DATE- 94
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Educational Change; Educational Planning; *Educational Technology; Elementary Secondary Education; Librarians; *Library Automation; Media Specialists; Needs Assessment; Public Schools; *Rural Areas; *School Libraries; State Surveys; Technological Advancement; Television
IDENTIFIERS- *Arkansas; *Technology Plans

Arkansas is a rural state with diverse educational needs. To help meet these needs, the Arkansas Academy for Leadership Training and School-Based Management Technology Committee made a decision to survey all public school library media specialists (LMSs) in Arkansas about technology presently in use in Arkansas schools and to locate educators with special expertise in technology and define priorities for LMSs. Six months after the survey mailing, 845 (87%) of Arkansas LMSs had responded. Nearly two-thirds of schools did not have a district technology planning committee and 71% did not have a technology coordinator. Planning for technology was not being implemented in 69% of schools, and 68% of school library media centers were not automated. Of automated centers, 45% used Follett's automation system. While 54% of schools have satellite systems, only about a third are being used. In more than half of the schools, no more than 10% of classrooms are equipped with computers, and almost none are networked. Sixty-one percent of schools use educational television. The analysis of statewide data will be complemented by an analysis by geographic region to help Arkansas meet its needs for educational planning. (SLD)

ED 373 720 IR 016 730

Hooper, Simon; And Others
Persistence and Small Group Interaction.
PUB DATE- 94
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Cooperative Learning; Grade 6; *Interaction; Intermediate Grades; Interpersonal Relationship; Metacognition; *Persistence; Personality Traits; Pretests Posttests; Research Needs; *Small Group Instruction; Student Attitudes; Student Characteristics; *Teaching Methods

The effects of persistence on students' ability to interact and learn in cooperative learning groups was studied, and the effect of collaboration on students' attitudes toward their partners was assessed. Participants were 138 sixth graders in a midwestern public school. A computer-based lesson and posttest dealt with the advertising concepts of bandwagon, uniqueness,

Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784. For related article, see IR 016 749.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Comparative Analysis; Computer Attitudes; *Computer Uses in Education; Correlation; Educational Practices; Educational Technology; Education Majors; Elementary Education; *Elementary School Teachers; Expectation; Higher Education; Locus of Control; *Predictor Variables; Preservice Teacher Education; Self Concept; Teacher Attitudes; Undergraduate Students
IDENTIFIERS- *Preservice Teachers

The variables that are related to teachers' use of computers were studied using 2 groups: 170 practicing elementary school teachers and 167 undergraduate education majors (preservice teachers). Computer use was classified into nonuse, utilization, and integration using the Levels of Use Scale developed by the author and others. Expectancy was assessed by teacher locus of control and self-competence, with teacher locus of control reflecting teachers' beliefs in their influence over student outcomes. The levels of use reported by practicing teachers differ widely from the preservice teachers' expectations of future levels of use. Preservice teachers overwhelmingly expect to use computers for teaching. Computer use was predicted for both groups by variables that are highly correlated: self-competence and perceived relevance. Because the expectations of computer use by preservice teachers are high, the new generation of teachers may allow the promise of educational computing to be fulfilled. One table summarizes findings. (Contains 24 references.) (SLD)

ED 373 739 IR 016 749

Marcinkiewicz, Henryk R.
Subjective Norms Predicting Computer Use.
PUB DATE- 94
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 748. For related article, see IR 016 748.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Computer Attitudes; *Computer Uses in Education; Educational Environment; *Educational Innovation; Elementary Education; Elementary School Students; *Elementary School Teachers; Expectation; Individual Differences; Norms; *Predictor Variables; Principals; Rural Areas; Self Concept; *Significant Others; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Subjective Judgment

This study was part of a series of studies examining the relationship of teacher variables to teachers' adoption of computer use. Previous studies have considered computer use as a process of the adoption of innovation and as a result of the influence of the internal variables of the person. This study adds the variable of subjective norms because they suggest a

Schlenk, George W.; Shrock, Sharon A.
A Major Children's Educational Art Exhibit: An Evaluative Case Study.
PUB DATE- 94
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art; *Art Education; Art History; Case Studies; *Children; Cognitive Processes; *Computer Assisted Instruction; Computer Games; Context Effect; Educational Facilities; Educational Technology; Evaluation Methods; *Exhibits; Improvement; *Instructional Design; Instructional Materials; *Museums; Teaching Methods; Visual Perception
IDENTIFIERS- Artifacts; Art Institute of Chicago IL

Results of a case study of an exhibit of art and artifacts designed for children are presented. The focus of the study was to apply the principles of instructional-message design to the evaluation of the exhibit. The exhibit, "Art Inside Out: Exploring Art and Culture through Time," was displayed at the Art Institute of Chicago. Textual elements, identification games, videos, art-related computer games, and contextual environments were studied through: observation of visitors; interviews with the curator, staff, and visitors; and analysis of the text and components that make up the exhibit. It is suggested that museum professionals have ignored fundamental human information-processing principles having to do with perception, framing, prerequisite knowledge, short-term memory, drawing inferences, and making meaning. Recommendations are made for improving the overall educational quality of exhibits. They are as follows: new exhibits should have broad general goals, with specific behavioral objectives; evaluation should be an integral part of the development process; and artifacts and works of art in the exhibit should be chosen for their ability to convey the objectives of the exhibit. (Contains 2 references.) (SLD)

ED 373 758 IR 016 768

Schmidt, Kathy J.
What Works: The Results of Evaluations on Two Interactive Multimedia Programs.
PUB DATE- 94
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Computer Assisted Instruction; Databases; Drug Addiction; *Drug Education; *Drug Rehabilitation; Evaluation Utilization; *Interactive Video; Interviews; *Multimedia Instruction; Pretests Posttests; Program Evaluation; Secondary Education; Secondary School Students; Student Attitudes

Analysis of the Effect of Networking on Computer-Assisted Collaborative Writing in a Fifth Grade Classroom.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Computer Networks; *Cooperative Learning; Electronic Mail; Grade 5; Intermediate Grades; Intermode Differences; Pretests Posttests; Sex Differences; *Student Attitudes; Tables (Data); Word Processing; *Writing Instruction
IDENTIFIERS- Learning Environments

This study examined the effects of a computer-mediated networked learning environment on the writing of fifth grade students who used word processing to write four texts collaboratively during an 8-week period. A telecommunication network was utilized to allow the students in the experimental group to send their work via e-mail to an audience of readers who read and responded to their writing. Findings suggest that when students knew they would be sending their writing to an outside reader and when they received a prompt response, there was a positive effect on the quality of writing. Results also suggest females used the computer technology when the environment was cooperative and they had equal access to the equipment. There is also indication that writing to communicate to an authentic audience outside the classroom may have contributed to the males in the experimental group scoring higher on the writing assignments than the males in the control. (Contains 20 references.) (Author/JLB)

ED 373 778   IR 016 807

Diem, Richard A.
The Socio/Cultural Effects of a Technology Based Intervention in School Environments.
SPONS. AGENCY- Air Force, Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.; Texas Univ., San Antonio.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Centers; Educational Technology; English Instruction; High Schools; Instructional Innovation; Partnerships in Education; Pilot Projects; *Programmed Tutoring; Secondary School Mathematics; Teacher Attitudes
IDENTIFIERS- *Computer Tutors; Interactive Systems; *Learning Environments

This study presents a descriptive account of the effects of two computer based tutorial programs used in high school Pre-Algebra and English classes via an interactive computer technology laboratory environment. The laboratory settings described, joint enterprises developed by a state university, the United States Air Force, and two public school districts, The purpose of this congressional hearing was to determine how libraries fit into the emerging national information infrastructure (NII). Testimony and prepared statements include those from Howard F. McGinn, Director, Emporia Public Library, Emporia, Kansas; James H. Billington, Librarian of Congress, Library of Congress, Washington D.C., accompanied by Nat Gadson, Donald Hi[illegible]er, Betsy Miller, and Rubin Medina; Hardy R. Franklin, President, American Library Association, and Director, Washington, D.C. Public Library; Agnes M. Griffen, Montgomery County Public Library, Rockville, Maryland; James Ubel, Director, Shawnee Library System, Carterville, Illinois; Grant P. Thompson, Executive Director, Libraries for the Future, New York, New York; Donald Pascarella, General Manager, Harron Communications, Frazer, Pennsylvania; James S. Fogarty, Director of Curriculum and Technology, Project Consultant to Commonwealth Libraries, Schuylkill Intermediate Unit, Mar Lin, Pennsylvania; Beverly Choltco-Devlin, Director, Morrisville Public Library, Morrisville, New York; and Jeanne H. Simon, Chairperson, U.S. National Commission on Libraries and Information Science. (JLB)

ED 373 801 IR 055 163

Breivik, Patricia Senn; Senn, J. A.
Information Literacy: Educating Children for the 21st Century.
PUB DATE- 94
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Change; *Educational Innovation; Elementary Secondary Education; Evaluation Methods; Futures (of Society); *Information Literacy; *Information Skills; Partnerships in Education; Problems; Resource Allocation; School Community Relationship; Technological Literacy
IDENTIFIERS- Examples; Information Age; *Resource Based Learning

This book is about resource-based learning, a means by which educators can teach their students to be lifelong learners. The eight chapters contain information to help students learn how to find, process, and evaluate the information they need to handle the task at hand: (1) "Surviving in an Information Age" examines the information explosion and its affects on education; (2) "A Commonsense Approach" identifies methods of instructing information literacy; (3) "Specific Concerns" discusses specific problems that educators will encounter when changing the curriculum; (4) "Overcoming Barriers" pinpoints barriers to the new curriculum and discusses methods of overcoming them; (5) "Your Investment" considers how to reallocate resources to pay for resource-based learning without additional funds; (6) "Connecting with Community Resources" covers how to form partnerships in the community in order to ensure the successful implementation of the new curriculum; (7) "Assessment of Resource-Based Learning" considers evaluation procedures; and (8) "Moving Forward" gives examples and hints for actually implementing the new curriculum. A reading list is also included. (JLB)

ED 373 802 IR 055 164

Wang, Hongjie

found to be a more consistent and statistically meaningful measure than the CB with respect to differences between incoming freshmen and near-completers in general education. Report of Student Outcome Assessment Tests Analysis is appended. Contains eight references. (KP)

ED 373 821 JC 940 471

Pendleton, Erika H., Ed.; Zidzik, Mark A., Ed.
Peterson's Guide to Two-Year Colleges, 1995. Twenty-Fifth Edition.
PUB DATE- 94
NOTE- 711p.; For the twenty-third edition, see ED 352 097.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Admissions Counseling; Associate Degrees; Athletics; College Admission; College Bound Students; *College Choice; *Community Colleges; *Degree Requirements; Directories; Facilities; *Institutional Characteristics; *Majors (Students); Post High School Guidance; Required Courses; Student College Relationship; Student Financial Aid; Tables (Data); *Two Year Colleges

This guidebook is designed primarily to give students the information they need in selecting a two-year college. It provides information about individual colleges and indexes to help students locate colleges with particular characteristics. The data in this guide were obtained directly from the colleges themselves and are updated annually. Following a brief introduction, the guidebook provides information pertinent to prospective community college students, including (1) checklists to help students plan for the admissions and financial aid processes; (2) an essay entitled "What You Need To Know about Two-Year Colleges," by David R. Pierce; (3) "Fifteen Frequently Asked Questions about Transferring," by Muriel M. Shishkoff; (4) "Returning to School: A Guide for Adult Students," by Sandra Cook; (5) "The Twenty Most-Asked Questions about Financial Aid," by Don M. Betterton; (6) "Surviving Standardized Tests," which includes information including test dates about the exams offered by the American College Testing Program and College Board; and (7) "Looking at Majors and Careers." The next section provides a state-by-state table comparing institutions by enrollment, application requirements, types of financial aid available, and numbers of sports and majors offered, as well as an alphabetical listing of majors for associate degree programs at two- and four-year colleges. The next section provides a list of institutions that have recently closed, merged with other institutions, or changed their name or status. Next, detailed factual profiles of colleges are presented, covering background, enrollment figures, faculty size, admission and graduation requirements, expenses, financial aid, special programs, career services, sports, majors, and contacts for further information. In-depth descriptions are provided for many colleges. The final section is a state-by-state index to colleges and universities. (MAB)

ED 373 822 JC 940 472

Bethke, Roz; Nelson, Virginia
Collaborative Efforts To Improve Conditions for Adjunct Faculty.
PUB DATE- 24 May 94
NOTE- 37p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and

for females the drop occurred during the second or third academic term. (Contains 70 references.) (KP)

ED 373 838 JC 940 489

Karsenti, Thierry; Thibert, Gilles
The Relationship between Teaching Style and Within-Term Changes in Junior-College Student Motivation.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Followup Studies; Foreign Countries; Outcomes of Education; *Student Motivation; Teacher Effectiveness; *Teaching Styles; Two Year Colleges; *Two Year College Students

A study was conducted to investigate the relationship between teaching style and within-term changes in the motivation of two-year college students. "The Echelle de Motivation en Education" (Academic Motivation Scale was administered to 1,597 female and 837 male students at a junior college in Quebec at the beginning of the term and again 3 months later. Teaching style was measured using the Teaching Style Inventory, which identified dominant, auxiliary, back-up, and least-used styles of teaching behaviors to create a teaching profile. Five teaching styles were identified: outcomes oriented; empathic and people oriented; intellectually oriented; innovatively oriented; and mixed teaching style. Findings revealed that highly structured, well-organized, and outcomes-oriented junior college teachers seemed to maintain student motivation, whereas autonomy-supportive and people-oriented teachers were likely to decrease student motivation. The change in student motivation observed in the groups where the teachers had a mixed teaching style supported the idea that versatility in teaching is essential. (Contains 82 references.) (KP)

ED 373 839 JC 940 490

McClain, Charles J.
Missouri Community College Association Trustee Workshop.
PUB DATE- 8 Jul 94
NOTE- 23p.; Remarks presented at the Missouri Community College Association Trustee Workshop (St. Peters, MO, July 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Budgeting; Change Strategies; College Role; *Community Colleges; Educational Assessment; *Educational Change; Educational Objectives; *Financial Support; Futures (of Society); Labor Force Development; *Long Range Planning; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Missouri

To maintain public support, higher education in Missouri must make significant changes in the next few years, changes which will place the state's community colleges in a unique leadership position. Specifically, several pressing short, medium, and long-range issues facing the state's community colleges can be identified. Short-range issues include securing composition ranged from -2.25 to 2.33; (2) effect sizes for developmental math ranged from .47 to 2.3; (3) persistence rates for reading ranged from -.32 to .13; (4) the one study of persistence rates for study skills courses that was reviewed had an effect size of -.22; (5) the majority of studies (66%) reported positive effects, indicating that DSPs improved retention rates; (6) programs with strong learning theoretical bases work better than programs that are watered-down versions of regular college classes; and (7) evidence indicates that well thought-out, self-paced, and competency-based programs keep students from dropping out. Contains 19 references. (MAB)

ED 373 856 JC 940 524

Burley, Hansel E.
Into the Institution's Soul: Individualization and Diversity--Antecedents to Institutional Effectiveness.
PUB DATE- 94
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; Community Colleges; *Cultural Awareness; *Cultural Differences; Cultural Maintenance; *Cultural Pluralism; *Educational Objectives; Educational Philosophy; Faculty Recruitment; Minority Group Influences; *Minority Groups; School Effectiveness; *School Holding Power; Student Recruitment; Two Year Colleges

If an institution's goal is cultural diversity, the institutional response must go beyond a core curriculum that transmits culture or a multicultural curriculum which transforms culture, and embrace a curriculum which enhances individual differences. The core curriculum has an unabashed European cultural bias and requires assimilation to the majority culture. Its power to boost minority students' academic performance is limited since it does not consider the nature of minority students' cultural diversity. The multicultural approach attempts to provide a culturally affirming environment and transform the national culture by reconceptualizing other cultures. The result, however, is either cultural tokenism or an emphasis on multicultural courses and events that have little bearing on minority student skill attainment and academic success. To truly embrace diversity, an institution must first embrace individual differences and diversify the environment by over-representing the currently under-represented groups in the student body and teaching corps. By affirming individual differences, individuals from minority groups can experience an affirmed self-identity which can overcome negative expectations caused by the dominant culture. Institutions which show high minority success rates, such as West Point where 68% of black cadets and 66% of white cadets finish their baccalaureate degree in four years, do not necessarily affirm any cultural or multicultural identity, but do affirm the individual student's self-identity. Contains 10 references. (KP)

ED 373 857 JC 940 525

Burley, Hansel
Postsecondary Novice and Better Than Novice Writers: Effects of Word Processing and a Very Special Computer Assisted Writing

implement--are viable and are helping families take positive steps to achieve their goals. Most chapters in the report include references. Three appendices contain a sample case management goal and action plan, CCDP management information system codes for recording different types of services, and a description of the impact evaluation sample. A separately-published 15-page "Executive Summary" has been appended. (TM)

ED 373 874 PS 022 530

Van Cleve, Tamara Gracy Toy
Lowering the Attrition Rate of Single-Parent Community College Students Enrolled in Child Development through Assessment of Their Special Needs.
PUB DATE- 94
NOTE- 139p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; Early Parenthood; Economically Disadvantaged; *One Parent Family; *Parent Education; *Self Esteem; Social Support Groups; *Special Needs Students; *Student Attrition; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Fresno City College CA; Parent Child Development Centers

This practicum's goal was to lower attrition rates of single parents in child development classes at a community college by raising each student's self esteem. The subject parents: (1) had at least one child under age 6; (2) were eligible for educational opportunity grants; (3) were recipients of Aid to Families with Dependent Children (AFDC); (4) were single heads of households; (5) became parents during the teen years; and (6) were enrolled in child development classes. As a measure of progress, the practicum sought to analyze journal entries for changing themes, establish an information center and survey the students on its use, foster participation in a support group, and lower attrition by 15% in the child development classes. Analysis of journal entries indicated an increase in positive self-confidence in 10 of 25 students. The objective of establishing an information center was not met; however, a successful support group was established. The final goal of lowering the attrition rate was not fully met because the attrition rate decreased by only 9% instead of 15%. (Appendices include journal and child study assignments, frequently asked questions on child development, materials from a workshop on gangs, sources of stress for children, and a list of child needs for good mental health.) (SW)

ED 373 875 PS 022 544

Director Checklist and Child Care Checklist: Examinations for the Position of Center Director and the Position of Child Care Provider (with User Guides).
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *Aptitude Tests; Attitude Measures; Check Lists; *Child Caregivers; *Day Care; Early Childhood Education; Educational Attitudes; Evaluation Criteria; *Job Applicants; Job Skills; Performance Factors; *Vocational Aptitude; Vocational Evaluation; Work Attitudes

Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (New York, NY, October 18, 1993).
PUB DATE- 94
NOTE- 114p.; Serial No. 103-49. Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; Community Leaders; *Educational Attitudes; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; Hearings; Parents; Program Improvement; State Officials; Superintendents
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act; New York; Reauthorization Legislation

These hearing transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education (ESA) Act, which since 1965 has provided the bulk of federal aid to elementary and secondary schools and related programs. Much of the testimony was from New York education officials, school administrators, community leaders, parents, and other interested individuals who voiced opinions about the efficacy of specific programs and activities funded by the ESA Act, particularly those items that they would like to see expanded or improved. Testimony was heard from: (1) Assistant Commissioner for Nonpublic School Services, New York State Education Department for the New York State Commissioner of Education; (2) two school district superintendents; (3) the president of a local branch of the United Federation of Teachers; (4) the president of a New York City business-school partnership; (5) the chancellor of the New York City Board of Education; (6) the president of a school parents' organization; (7) the president of the School of Visual Arts; (8) the executive director of the New York State Mentoring Program on behalf of the chairperson of the New York State Mentoring Program; and (9) the executive director of the Education Priorities Panel. Following the testimonies are prepared statements, letters, and supplemental materials. (MDM)

ED 373 894 PS 022 614

Healthy Meals for Healthy Americans Act of 1994. Committee on Agriculture Report To Accompany H.R. 8. House of Representatives, 103D Congress, 2d Session.
PUB DATE- 24 Jun 94
NOTE- 36p.; For Part 1, see PS 022 610.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; *Federal Legislation; *Federal Programs; *Food Service; Food Standards; *Nutrition; Pilot Projects; Program Costs; Program Improvement; *School Activities
IDENTIFIERS- Child Nutrition Act 1966; Commodity Distribution Program; Congress 103rd; *Healthy Meals for Healthy Americans Act 1994; National School Lunch Act 1946; Reauthorization Legislation; Testimony; Women Infants Children Supplemental Food Program

This report discusses amendments offered by the Committee on Agriculture to H.R. 8, the Healthy Meals for Healthy Americans Act, which reauthorizes and improves the nutrition programs under the National School Lunch (NSL) Act and the Child Nutrition Act of 1966. The amendments deal with: (1) the amount of commodities provided to schools under the NSL Act; (2) the inspection of fish and fish products purchased by schools under

(141),Books (010)
DESCRIPTORS- Child Welfare; Federal Legislation; *Foster Care; *Foster Children; *Foster Family; *Public Policy; State Legislation
IDENTIFIERS- Adoption Assistance and Child Welfare Act 1980; *Family Preservation Services; *Kinship Foster Care; Legal Structures; Permanency Planning (Foster Care); State Policy

The practice of relatives or kin parenting children when their parents cannot is a time-honored tradition in most cultures. Increasingly, however, kinship care is an arrangement that operates within the formal child welfare system. This report focuses on formal kinship care. In the first section, two chapters describe the essential place of kinship care in the array of child welfare services, both in terms of family preservation and out-of-home care. They examine the use of kinship care as a child welfare service under the Adoption Assistance and Child Welfare Act of 1980 (P. L. 96-272) and as a support for principles of child-centered, family-focused practice. The growth and characteristics of formal kinship care practice are also examined. Chapters in the second section focus on kinship care policy and practice. Chapter 3 summarizes existing policy and law at the federal and state levels, and in relation to litigation. Chapter 4 raises a number of critical policy and practice questions that must be addressed as kinship care policy and practice continue to develop. In the third section, chapters 5 and 6 provide a foundation for the future of kinship care by defining guiding principles, then setting forth a policy and practice framework based on those principles. Each component of the framework is described, and recommendations and action steps are outlined. The fourth section provides an action agenda that will support the continuing development and implementation of quality kinship care policy and practice. The agenda addresses needed activities on the part of child welfare agencies, legislative directions, and issues for further research. Contains 22 references and a list of members of the Child Welfare League's Kinship Care Policy and Practice committee. (TJQ)

ED 373 914   PS 022 686

Bloom, Paula Jorde; Rafanello, Donna
The Professional Development of Early Childhood Center Directors: Key Elements of Effective Training Models.
PUB DATE- 2 Jun 94
NOTE- 21p.; Paper presented at the National Association of Early Childhood Teacher Educators Preconference Session at the Annual Meeting of the NAEYC National Institute for Early Childhood Professional Development (3rd, Chicago, IL, June 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; Child Care Occupations; *Day Care Centers; Early Childhood Education; Masters Degrees; Models; Postsecondary Education; *Professional Continuing Education; *Professional Development; Program Descriptions; *Training
IDENTIFIERS- National Louis University IL

Training for child care center directors should involve experiences that are coherent and connected in a logical or cumulative fashion. Twelve key elements can serve as a framework for planning professional development training experiences for early childhood center directors. These elements relate to the content, structure, and delivery of training. Training should: (1) address both the management and educators are finding better language to talk about educational objectives and impacts. Interviews with citizens show that they are dissatisfied with politics, yet they are not apathetic to issues and they desire fair solutions. Interviews with policymakers reveal a similar degree of dissatisfaction with politics, but many of them have only limited views of how relationships with citizens could be different. The emerging public policy education concept resonates with a widely-recognized societal need for better ways to practice politics. (KS)

ED 373 931 RC 019 488

Danielson, Leon E.; Garber, Simon K.
Use of ADR in Extension Public Policy Education Programs and Roles Extension Can Play in Dispute Resolution.
PUB DATE- Jan 94
NOTE- 9p.; In: "Increasing Understanding of Public Problems and Policies: 1993"; see RC 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Conflict Resolution; *Extension Education; Inservice Education; Program Descriptions; *Public Policy; *Teacher Role
IDENTIFIERS- *Controversial Topics; Facilitators; *Public Policy Education

The extension educator in public policy education and alternative dispute resolution (ADR) has many roles from which to choose. These include information provider, technical advisor, convener, facilitator and program developer. The increased importance of issues programming and the increased priority given to measurement of results are creating additional pressures on educators to take a "resolution-of-the-issue" approach toward public policy education. Extension public policy educators can respond by incorporating concepts and techniques from dispute resolution into their ongoing public policy education programs. This may involve an expansion of the group facilitation role to include issue facilitation (citizen participation, interest-based negotiation and consensus building) and adding the roles of promoter of dispute resolution and mediator. This change will require increased training on facilitation and mediation skills, provision of new teaching materials, and increased support from extension administration. This document contains short descriptions of 15 extension programs and activities on facilitation and dispute resolution. (KS)

ED 373 932 RC 019 489

Cooley, Fielding; And Others
Building Coalitions for Educating and Problem Solving: Process, Roles, Warnings and Styles for Extension Involvement.
PUB DATE- Jan 94
NOTE- 10p.; In: "Increasing Understanding of Public Problems and Policies: 1993"; see RC 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Cognitive Style; *Extension Education; *Group Dynamics; Participative Decision Making;

headband, beaded moccasins, and a beautiful shawl. After teaching her classmates how to perform the traditional Indian round dance, Tess invites them on a field trip to a powwow. Tess' classmates dance the round dance with the Indian dancers. The children have fun and Tess is happy and proud that she has shared a special part of her Indian heritage with her classmates. (LP)

ED 373 950 RC 019 764

Smith-Trafzer, Lee Ann; Trafzer, Clifford E.
Creation of a California Tribe: Grandfather's Maidu Indian Tales.
PUB DATE- 88
NOTE- 54p.; Illustrated by Ross Coates. Some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indian Literature; American Indians; Books; Childrens Literature; Cultural Education; Elementary Secondary Education; *Nonformal Education; *Oral Tradition; *Story Telling; *Tales; Tribes
IDENTIFIERS- *Maidu (Tribe)

This children's book relates the story of Travis and Laura and how their grandfather, a Maidu Indian, teaches them about their history and culture through stories. The book stresses the importance of storytelling as the traditional way of passing on the history of Indian peoples. As part of a school project, Travis tells his classmates the Maidu creation story, told to him many times by his grandfather. The story features Coyote, Earthmaker, and Robin and tells how they created animals, plants, and human beings. Travis' classmates are very interested and ask him many questions about Maidu Indian culture and history. When his granddaughter Laura visits from Los Angeles, grandfather also shares Maidu stories with her. Finally, grandfather visits Travis' school and tells the students the story of brave Thunder Boy. (LP)

ED 373 951 RC 019 773

Clarke, Ardy Sixkiller
OERI Native American Youth at Risk Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Mar 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; Dropout Research; *Dropouts; Elementary Secondary Education; Grade Repetition; *High Risk Students; *High School Graduates; Poverty; *Reservation American Indians; Self Esteem; Social Support Groups; Student Alienation; Student Attitudes; Student School Relationship; Substance Abuse; *Teacher Expectations of Students; Truancy
IDENTIFIERS- *Native Americans

This report examines personal, cultural, school, and family factors that contribute to the decision of American Indian students to remain in school until graduation or to drop out. A 140-item questionnaire, the Native American School Study, was completed by 165 participants who had either graduated or

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; *Educational Background; Elementary Education; *Elementary School Teachers; Higher Education; *Mathematics Instruction; *Preservice Teacher Education; Questionnaires; *Teaching Styles
IDENTIFIERS- *Teacher Candidates

The purpose of this study was to assess relationships among prior mathematics educational experience, anticipated teaching style, and anxiety for teaching mathematics. Pre-services elementary teachers (n=28) completed questionnaires measuring the style by which they had been taught mathematics in elementary school, anticipated mathematics teaching style, and anxiety for teaching mathematics (State-Trait Personality Inventory with changed heading) at the beginning of a mathematics methods course. The two latter measures were re-administered at the completion of the course. Teaching style was categoried as Teacher-Oriented or Student-Oriented. In general, teachers' initial anticipated mathematics teaching style was most similar to the style by which they had been taught mathematics in elementary school. However, no difference was found in initial anxiety for teaching mathematics between those who had been taught in a Teacher-Oriented or a Student-Oriented style in elementary school. Lowest initial levels of anxiety for teaching mathematics were found in those who anticipated teaching in a Student-Oriented style. There was a significant decrease in anxiety for teaching mathematics at the conclusion of the course with the largest decrease among those who changed their anticipated teaching style from Teacher-Oriented to Student-Oriented. Characteristics of the mathematics methods courses are discussed. (Contains 14 references.) (Author)

ED 373 973   SE 054 587

Murphy, Tony
Field Studies: One Step into the Outdoors.
PUB DATE- 87
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Biology; Enrichment Activities; Environmental Education; Foreign Countries; *Habitats; Investigations; *Outdoor Activities; Outdoor Education; Resource Materials; Secondary Education; *Wetlands; *Zoology
IDENTIFIERS- *Aquatic Life; Ireland; *Woods

Outdoor education, which should be complementary to classroom work, is all of that learning which takes place in and about the outdoors. This book, which is aimed primarily at teachers and student groups, is a useful aid to those who may wish to investigate and explore the rich natural outdoor environment and consists of investigations which are designed to give students an insight into the ecological practices and principles used in the investigation of woodlands, bogs, moorlands, and lakes. The booklet is divided into two main areas: the first part consists of a description of the habitats at a height of 400 feet about sea level and a number of investigations for those areas; the second part has a brief geological description of the Cappanalea area in Ireland and a few investigations which deal specifically with this region. The investigations in the first part are grouped according to habitat, with sections on woodland, bogland/moorland, and the possible learning/teaching activities, investigations and experiments for the secondary level in regard to this content, and likely implementation difficulties. Chapter one, "Country Comments," includes brief summaries of the thinking, priorities, strategies, design, and content being considered nationally for the future science and technology education at secondary levels of seven of the participating countries (People's Republic of China, Indonesia, Malaysia, Mongolia, Philippines, Thailand, and Socialist Republic of Vietnam). Chapter two, "Future Content" undertakes the task of indicating the kinds of content analyses countries would need to undertake prior to entering the complex tasks of curriculum development. In chapter three, "Learning/Teaching of Future Content" a biological science and physical science group focus on the learning and teaching of the new science and technology content, and on linking the existing content to the new content. The fourth chapter, "Recommendations" presents the list of common problems faced by participating countries and makes specific recommendations for future aid by UNESCO. (ZWH)

ED 373 996 SE 054 780

Access to Science Literacy. Barrier Free in Brief.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 36p.; For a related document, see SE 054 781.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Disabilities; Elementary Secondary Education; *Science Education; Science Programs; *Scientific Literacy

This booklet is one of four volumes developed to make science more accessible to students with disabilities. It discusses issues in program accessibility for program directors, parents, and teachers are: (1) finding out that out-of-school science programs require a great deal of effort; and (2) having to investigate the accessibility of the site of the program so that both site and content are accessible to the young people who want the experience. A section on Resources concludes the booklet. (ZWH)

ED 373 997 SE 054 781

Laboratories and Classrooms in Science and Engineering. Barrier Free in Brief.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 37p.; For a related document, see SE 054 780.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Disabilities; Elementary Secondary Education; *Engineering Education; Higher Education; Science Education; *Science Laboratories

This booklet is one of four volumes developed to make the classroom environment more accessible to students with disabilities. The following areas are discussed: (1) What Are contains laboratories which are experimental in design and comprised of both classic experiments in the field, such as Darwin's phototropism experiment, and relatively new experiments, such as those involving autoradiography. (ZWH)

ED 374 019 SE 055 084

Balloons and Science Kit.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Education; Instructional Materials; Learning Activities; Science Activities; Science History; *Science Instruction
IDENTIFIERS- *Balloons

This document provides background information on balloons including: (1) the history of balloons; (2) balloon manufacturing; (3) biodegradability; (4) the fate of latex balloons; and (5) the effect of balloons on the rainforest and sea mammals. Also included as part of this instructional kit are four fun experiments that allow students to investigate some of the questions raised in the background information. (ZWH)

ED 374 020 SE 055 088

Science Framework for the 1994 National Assessment of Educational Progress.
PUB DATE- 94
NOTE- 89p.; A product of the NAEP Science Consensus Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Biological Sciences; Elementary Secondary Education; Physical Sciences; *Science Education; Science Tests; *Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

This document contains the framework and rationale for assessing science achievement of students throughout the United States in 1994. It provides a general overview of the National Assessment of Educational Progress (NAEP), describes the 1994 NAEP Science Framework adopted by the National Assessment Governing Board, and reviews the process by which the Framework was developed. The following sections are included: (1) Introduction; (2) The Framework for the 1994 NAEP Science Assessment; (3) Desired Attributes of Assessment; (4) Characteristics of Assessment Exercises and Items; and (5) Special Studies and Research. Approximately half of the document is made up of the appendices, which includes examples of themes in science and sample items of the content that students are expected to know. (ZWH)

ED 374 021 SO 020 848

Fulbright-Hays Summer Seminars Abroad Program 1989. Egypt: Transition to the Modern World.
PUB DATE- 89
NOTE- 61p.; Some articles contain duplicate pages, and broken

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Art Appreciation; *Art History; *Artists; Arts Centers; *Black Achievement; Black History; *Blacks; Curriculum Enrichment; Elementary Secondary Education; Multicultural Education; Museums
IDENTIFIERS- Bannister (Edward Mitchell); Duncanson (Robert Scott); Johnson (Joshua); Lewis (Edmonia); Nineteenth Century; Tanner (Henry Ossawa)

This document consists of two booklets from an educational packet to accompany the museum exhibition "Sharing Traditions: Five Black Artists in Nineteenth-Century America." One of the booklets is an artists' notebook containing biographical and archival information on artists Joshua Johnson, Robert Scott Duncanson, Edward Mitchell Bannister, Henry Ossawa Tanner, and sculptress Edmonia Lewis. The second booklet consists of reproductions originally included in the packet, a list of questions intended to stimulate classroom discussion, and a selected bibliography to guide interested students to additional reading. The resource material was developed to enhance student experience and may be used in the classroom for preparation before a tour or for review after a visit to the exhibit. The components were designed to heighten the students' perceptual awareness of the artists' paintings and sculpture and to encourage examination of the individual lives of the artist. They provide insights into the historical, social, and cultural context of being black, being an American, and being an artist in nineteenth century America. (DK)

ED 374 040 SO 024 351

Veltze, Linda, Ed.; And Others
Exploring the Southeast States through Literature. Exploring the United States through Literature Series.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; History Instruction; Instructional Materials; *Social Studies; *United States History
IDENTIFIERS- *United States (Southeast)

This book is comprised of seven annotated regional resource guides to selected print and nonprint materials for grades K-8. Each regional bibliography is divided into state sections identifying materials that relate to the history, culture, geography, resources, industries, literature and lore, and famous figures of the states in the region. This volume focuses on the 12 states that make up the Southeast: (1) Alabama; (2) Arkansas; (3) Florida; (4) Georgia; (5) Kentucky; (6) Louisiana; (7) Mississippi; (8) North Carolina; (9) South Carolina; (10) Tennessee; (11) Virginia; and (12) West Virginia. The materials included in this resource guide were selected because they can be used by teachers and librarians to enrich young people's understanding of the histories and contemporary cultures of the Southeastern states, and because they are suitable for use with young people from any of the regional or ethnic groups of the contemporary United States. Each annotation includes a brief description of the particular work, a comment on its usefulness or appropriateness, and at ethnic groups are encouraged, the basic freedoms of Americans can be lost. By studying the anticommunist hysteria of 1919-20 students come to understand the historical context in which the "Red Scare" occurred, evaluate the impact of the wartime Espionage Act and Sedition Act on free speech guaranteed in the First Amendment, explain related U.S. Supreme Court decisions, recognize the importance of dissent in a free society, analyze the impact of fear on society, and recognize the long range impact of policy decisions on internal affairs. This unit contains teacher background materials, lesson plans, and student resources and handouts. (DK)

ED 374 059 SO 024 471

Palumbo, Joseph
Wang Mang: Confucian Success or Failure? A Unit of Study for Grades 7-10.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian History; *Chinese Culture; *Confucianism; Foreign Countries; Grade 7; Grade 8; Grade 9; Grade 10; *History Instruction; Non Western Civilization; *Primary Sources; Secondary Education
IDENTIFIERS- *China; *Wang Mang

This document is a collection of lessons for teaching a unit on ancient Chinese history. The unit focuses on a specific dramatic moment in history from which students can explore the deeper meanings of selected landmark events and their wider context in the great historical narrative. Continuing narrative provides the contest in which the dramatic moment is situated. By studying a crucial turning point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. This unit's main focus is to have the students utilize their knowledge of Confucian thought by evaluating a fascinating historical figure, Wang Mang. Students study his success or failure as a Confucian ruler during his tenure as the Son of Heaven. Students predict, based on a careful reading of primary source materials, what might lead to Wang Mang's overthrow, and then judge him for his successes or failures as a leader. This unit contains teacher background materials, lesson plans, and student resources. The culminating lesson of this unit involves both a role play and a mock trial. Students gain skills in historiography and realize that history is a story well told, but much depends on who is telling it. (DK)

ED 374 060 SO 024 489

Lewis, Kent; Pearson, Jim
Bacon's Rebellion: A Unit of Study for Grade 5-8.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

IDENTIFIERS- Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel stewarding staff in one participating hotel. An introductory section gives an overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of six instructional units on these topics: alphabets and numbers; simple social dialogue; discussing location of items; clarifying communications; basic safety precautions; and use of safety measures for chemicals. The listening script and answers keys are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 607 FL 800 812

Project EXCEL: Sheraton Wharf, Room Service Department. English Communication, Module 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; Conflict Resolution; Course Content; *Food Service; Helping Relationship; Hospitality Occupations; *Hotels; Instructional Materials; Interpersonal Communication; Limited English Speaking; *Literacy Education; Organizational Communication; Problem Solving; Skill Development; Telephone Usage Instruction; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module contains six instructional units designed for hotel room service workers. An introductory section outlines functional objectives, gives an overview of the curriculum and offers suggestions for classroom presentation. Instructional units cover these topics: taking orders on the phone; room service basics; giving and asking directions; handling guest requests; confirming and clarifying requests; and taking guest complaints. The listening script and answers keys are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 608 FL 800 813

Project EXCEL: San Francisco Hilton and Towers, Stewarding Department. English Communication, Module 1.
SPONS. AGENCY- Department of Education, Washington, DC.

*Institutional Research; User Needs (Information); Users (Information)
IDENTIFIERS- *AIR Forum

This paper argues for a more robust and encompassing understanding of the roles and functions of institutional research in higher education institutions in the context of fundamental shifts in the way decisions are being made in colleges and universities. In particular institutional researchers can no longer simply collect, analyze and disseminate information to support decision making. Institutional researchers must also become the information architects, the change agents, the consultants of choice in their respective institutions. The paper describes each of these new roles and recounts the continuing metamorphosis of the institutional research office. An early section explores the changing culture of decision making especially the increasing complexity of institutions and rapid rate of change they experience. Emerging from these is a decision-making culture more integrally intertwined with their constituents in making sense of the information provided to them. Further sections explore traditional research functions, the importance of involvement in the initial design and modification and enhancements to data stores, participation as change agents in the planning and process activities, and becoming internal consultants of choice who should serve a broad constituency in the institution. The paper closes by describing the metamorphosis of an institutional research office since the early 1980s. Contains 11 references. (JB)

ED 373 626 HE 027 612

Underwood, David G.; And Others
Sometimes More Is Better: Development and Implementation of a Graduate Alumni Survey To Increase Response Rates and Evaluate Strategic Planning. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; Attitudes; Graduate Study; *Graduate Surveys; Higher Education; *Research Design; Response Rates (Questionnaires); *Strategic Planning; Surveys
IDENTIFIERS- *AIR Forum; Alumni Relations; Survey Research

This study explored the utility of developing an alumni survey specifically designed for graduate alumni to increase response rates and provide specific information for planning. The previous year's survey of graduate alumni had seen a very low participation rate and those that had responded offered several negative comments on the survey design. Various representatives of the Graduate School and the Assessment Committee developed a new survey to provide data which would distinguish graduate student programs from undergraduate programs, assist in program improvement, and obtain feedback on relevant components of the strategic plan. Development included a review of surveys used by other universities many of which proved to be narrowly focused on a particular school or department. Items were drawn from previously developed alumni surveys with many items revised to target the graduate experience. Potential survey items were reviewed by a panel of current graduate students with an assessment director making final selections and the school work, and race. Secondary background variables included principle educational goal, hours per week spent studying, and hours per week spent on campus outside of class. College experience variables included quality of effort scales for class, library, faculty, student acquaintances, art/music/theater, science, writing, vocational skills, and counseling experiences. Outcome variables included student self-reported gains and a satisfaction scale. The study concluded that substantial proportions of the variance in academic, career, and personal gains and in satisfaction were accounted for by the direct effects of college experiences/quality of effort, which were, in turn, influenced by student background variables. The faculty quality of effort scale had no direct effects upon any of the gains factors or upon the satisfaction scale. (Contains 24 references.) (JDD)

ED 373 645 HE 027 631

Knight, William E.
Why the Five-Year (or Longer) Bachelors Degree?: An Exploratory Study of Time to Degree Attainment. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Bachelors Degrees; College Environment; College Graduates; *Educational Attainment; Enrollment; *Graduation; Higher Education; Incidence; Input Output Analysis; Institutional Research; Prediction; *Predictor Variables; State Universities; Student Characteristics; *Time Factors (Learning); Undergraduate Students
IDENTIFIERS- *AIR Forum; *Time to Degree; United States (Southeast)

This study utilizes student enrollment data often available to institutional researchers in order to predict and explain time to degree. The population for the study included all 1992 bachelors degree graduates (n=868) of a state-supported comprehensive university in the Southeast. Block multiple regression based upon Astin's Input-Environment-Output assessment model was used to examine the impact of a number of possible predictors (student background characteristics, college environment variables, and enrollment variables) on the total number of quarters of enrollment necessary for completion of degree requirements. Results indicated that: (1) cumulative credit hours earned, freshman year grade point average, Scholastic Aptitude Test scores, the number of courses dropped, high school grade point average, and age at matriculation had the greatest influence on time to degree; (2) older students took longer to complete their degrees than younger students did; (3) females obtained their degrees slightly more quickly than did males; (4) living in a university residence hall and enrolling in an orientation course fairly substantially decreased time to degree; and (5) academic major or college attended had a less substantial effect. (Contains 21 references.) (JDD)

ED 373 646 HE 027 632

Fujita-Starck, Pamela J.; Thompson, John A.
The Effects of Motivation and Classroom Environment on the

Student Adaptation to College Questionnaire

This study explores the factors that affect Latino college student experiences in the first year of college and adjustment in the second year of study when many minority students dropout. The study examined data from five primary sources and focused on Latino college students who were semifinalists for a national scholarship award. The National Survey of Hispanic Students, a comprehensive longitudinal survey of college student experiences, was sent to students in the cohort in summer 1991. Fifty-nine percent responded. A follow-up survey and the Student Adaptation to College Questionnaire (SACQ) was sent in early 1993 and netted a 57 percent response. Other sources included the Integrated Postsecondary Education Data System, "The College Handbook," precollege surveys, and institutional files at the Higher Education Research Institute (University of California, Los Angeles). Results included: (1) Chicanos were significantly less likely than other Hispanic ethnic groups to score high on social adjustment in the second year of college; (2) no other student background characteristics including high school grade point average, were significantly related to college adjustment; (3) students attending large institutions reported high social adjustment and attachment; (4) students attending private colleges tended to score higher on SACQ measures; and (5) perceptions of a student-centered faculty and administration were associated with better academic adjustment. Five tables display data. (Contains 32 references.) (JB)

ED 373 664 HE 027 650

Trends in Enrollment and Degrees Granted, 1948-1993. Report No. 7-94.

PUB DATE- Jul 94
NOTE- 384p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Community Colleges; *Degrees (Academic); Doctoral Degrees; *Enrollment; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; Masters Degrees; Part Time Students; *School Statistics; State Colleges; *State Universities; Undergraduate Students
IDENTIFIERS- New York; *State University of New York

This report provides statistical data on enrollment and degrees granted by the 66 State University of New York (SUNY) community colleges, colleges, and universities between 1948 and 1993. Community colleges under the sponsorship of the New York City Board of Higher Education which in 1975 became solely part of the City University of New York are also included. The first section of the report provides headcount enrollment data for the individual institutions and institutional types as well as system-wide data. The enrollment data are for the fall term of each year and are arrayed by student load (full-time or part-time) and student level (undergraduate or graduate). The second section of the report provides data on degrees granted for the system as a whole and for individual institutions and institution types. Unlike the enrollment data, which are point-in-time data, the information on degrees granted covers all degrees awarded over a 12-month period. Data in this section are provided separately for each degree type, namely associate, bachelor's, master's, doctoral, and professional degrees. Undergraduate and graduate certificates and diplomas are not included in this degree count data. An appendix provides a map

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Federal Programs; *Government Role; *Health Personnel; Health Services; Higher Education; *Medical Education; *Minority Groups; Physicians; Poverty Areas; Program Effectiveness; Rural Areas; Rural Urban Differences; Statistical Data; *Supply and Demand; Urban Areas
IDENTIFIERS- Access to Health Care; *Public Health Service Act

This study sought to determine if changes in the supply, distribution, and minority representation of health professionals over the past decade have been effective in creating greater access to health care in rural and underserved areas, and if these changes were attributable to programs established under Titles VII and VIII of the Public Health Service Act. A review of relevant data and studies found that, over the past decade, the supply of nearly all health professionals has increased faster than the population. For most health professions, however, data are not available to demonstrate whether this increased supply has translated into more access to care in rural and underserved areas. While almost $2 billion has been provided for 30 Title VII and VIII programs in the last 10 years, evaluations have not shown that these programs had a significant effect on those changes that have occurred in the supply, distribution, and minority representation of health professions. The bulk of the report consists of four appendixes, which provide information about: (1) the objectives, scope and methodology of the study; (2) changes in urban-rural supply and distribution of health professions; (3) changes in minority representation in health education and practice; and (4) the major contributors to the report. (MDM)

ED 373 683 HE 027 669

Gonzalez, Virginia
From Graduate Student to Ethnic Researcher: Multiple Challenges.
PUB DATE- 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; Career Development; *College Faculty; Cooperation; *Coping; Cultural Pluralism; *Ethnic Bias; Ethnic Stereotypes; Females; Foreign Students; Higher Education; Mentors; *Minority Group Influences; *Sex Bias; Sex Stereotypes; Socialization
IDENTIFIERS- *Faculty Attitudes

This paper relates the personal and professional experiences of a female minority ethnic researcher in her transition from international graduate student to assistant professor in the United States. It examines coping strategies for such situations, including: (1) assuming that most problems have an external sociohistorical nature; (2) realizing the central role of mentorship; (3) refraining from replying to expressions of stereotypic views and using energy and time more productively; (4) receiving and responding selectively to student and collegial feedback; (5) being proactive in the establishment of collaborative activities; and (6) having long-term research and career development objectives. Junior female minority faculty need to assume responsibility and an advocacy role for creating a new era of equality and change in academe and in

Mail; *Electronic Publishing; Faculty Publishing; Higher Education; Information Dissemination; Information Networks; Problems; Researchers; *Scholarly Journals; *Scholarship
IDENTIFIERS- *Electronic Journals; Internet; Printed Materials; *Scholarly Communication

Publication is at the heart of scholarship. Traditionally, print media has been the vehicle for communicating research results and scholarly thought. Recently, electronic journals have been increasing. This paper explores, from a scholarship perspective, the rationale for publishing electronic journals. It also examines why scholars publish; the life-cycle of scholarly thought; lack of timely feedback; costs; and limits of print journals. The following advantages of electronic journals are identified: increased speed; collaboration; and the availability of different models. The problems with electronic journals identified are credibility; accessibility; permanence; and an ever-changing technical environment. The paper uses "Interpersonal Computing and Technology: An Electronic Journal for the 21st Century" as an example of a scholarly, peer-reviewed, electronic journal; the contents of an issue are appended. (Contains 16 references.) (JLB)

ED 373 702 IR 016 712

Black, John B.; And Others
Assessing Student Understanding and Learning in Constructivist Study Environments.
PUB DATE- 94
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Archaeology; Comparative Analysis; *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; *Constructivism (Learning); Courseware; Educational Assessment; *Educational Technology; Elementary School Students; Evaluation Methods; Grade 6; Intermediate Grades; Problem Solving
IDENTIFIERS- Columbia University NY Teachers College; Explanations; Learning Environments; New York (New York)

Teachers College of Columbia University (New York) and the Dalton School, an independent school in New York City, have collaborated on the Dalton Technology Project and its "Archaeotype" program which presents students with a graphic simulation of an archeological site. Students simulate digging up the artifacts, use reference sources to learn about the history, and apply their knowledge in the simulation. Comparing the ability of "Archaeotype" students to investigate and make conclusions with that of students who did not use the "Archaeotype" program serves as a test of learning and understanding from the simulation. Subjects were 20 sixth graders, who were compared with 20 from another independent school. Students used a simulation unfamiliar to both groups. Results show an impressive ability on the part of "Archaeotype" students to create explanations of observations and argue for the validity of those explanations using a mixture of their own ideas and terms and the technical terminology and concepts in the simulation. "Archaeotype" students did not excel in data representation, an area in which the simulation might be strengthened. One table presents analysis results. (Contains 8 testimonial, and transfer. Persistence was assessed by measuring the number of options students selected in the lesson. Students completed the lesson alone and in cooperative groups. Results suggest that, although persistence did not affect achievement in this study, it did influence the amount and nature of interaction in groups. Average persisters interacted more frequently than did high or low persisters, possibly because they are more able, and less apprehensive about verbal interaction than other students. Average persisters evidently use their better developed metacognitive skills to judge the optimum level of effort to invest. Students were more likely to name an individual as a desirable partner after collaborating. The type and frequency of interaction among different levels of persisters warrants further investigation. (Contains 31 references.) (SLD)

ED 373 721 IR 016 731

Hsu, T. Ella; And Others
Effects of Learner Cognitive Styles and Metacognitive Tools on Information Acquisition Paths and Learning in Hyperspace Environments.
PUB DATE- 94
NOTE- 19p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Cognitive Style; Computer Assisted Instruction; Higher Education; *Hypermedia; *Metacognition; *Problem Solving; Recall (Psychology); Tables (Data); Undergraduate Students
IDENTIFIERS- Group Embedded Figures Test; *Hyperspace; Knowledge Acquisition; Learning Environments

This study was designed to investigate the effects of the presence or absence of metacognitive skill tools available in hyperspace environments on field independent and field dependent learners. Learners were engaged in problem solving in an information-rich hyperspace based on a lesson on the attack on Pearl Harbor. Forty undergraduates were given the Group Embedded Figures Test to determine field dependence or field independence. In some conditions, students had access to metacognitive skill tools through the menu. These were intended to help students structure their problem-solving paths. Information acquisition paths learners took through the problem solving were automatically recorded and investigated, and student solutions were analyzed to determine recall and cognitive complexity. Results indicate that the use of metacognitive tools does not contribute to better learning with hyperspace. Cognitive style did not affect students' navigational paths. Field dependent people monitored the instructional goal and used guided questions more often than field independent people, but they did not demonstrate better performance. Six tables present study findings. (Contains 36 references.) (SLD)

ED 373 722 IR 016 732

Januszewski, Alan
James D. Finn's Contribution to the Development of a Process View

means of accounting for a person's decision-making behavior by specifying influential environmental factors represented by significant other people. Subjects were 138 elementary school teachers from a rural midwestern state. Computer use was classified into nonuse, utilization, and integration. Subjective norms were identified through the impact of four significant members of the environment (principals, colleagues, students, and the profession). Teacher-perceived relevance and self-competence were also measured. Results indicate that subjective norms are predictive of teacher computer use and that the expectations of teachers' significant others in a professional sense are influential in developing teachers' own expectations of computer use. One table summarizes study findings. (Contains 22 references.) (SLD)

ED 373 740 IR 016 750

Mills, Steven C.; Ragan, Tillman J.
Adapting Instruction to Individual Learner Differences: A Research Paradigm for Computer-Based Instruction.
PUB DATE- 94
NOTE- 23p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Educational Research; Educational Technology; Elementary Secondary Education; Experiments; *Individual Differences; *Integrated Learning Systems; Knowledge Level; *Learning; *Media Adaptation; Models; Regression (Statistics); Research Design; *Student Characteristics; Teaching Methods; Technological Advancement
IDENTIFIERS- *Adaptive Instructional Methods; Computer Curriculum Corporation CA; Microanalysis

This paper examines a research paradigm that is particularly suited to experimentation-related computer-based instruction and integrated learning systems. The main assumption of the model is that one of the most powerful capabilities of computer-based instruction, and specifically of integrated learning systems, is the capacity to adapt instruction to the individual differences that exist among learners. The model is applied to an instructional treatment through a popular integrated learning system from Computer Curriculum Corporation (CCC). The problem of adaptive instruction is to diagnose, in any group of learners, where each is located in relation to individual learning characteristics and the knowledge and performances required at a given point in instruction. The research paradigm to be applied uses a microanalysis technique, based on a regression model proposed by previous researchers, that operationalized variables for each individual. Three figures illustrate the model and discussion. (Contains 49 references.) (SLD)

ED 373 741 IR 016 751

Morrison, Gary R.; And Others
Promoting Generative Learning with Elaboration Training in Computer-Based Instruction.

IDENTIFIERS- Facilitators

The American Institute for Learning (AIL) has developed two interactive multimedia drug-awareness programs for secondary students who have used substances experimentally or are being challenged by others to experiment with drugs. The first, "Addiction and Its Processes," is an awareness program with video and computer capabilities and an informational database. The second, "Life Moves: The Process of Recovery," follows the first year of recovery through a video with graphical and database information. AIL evaluated the addiction program in 1992 at 7 locations with 44 students and again a year later in 5 facilities with 35 students. Student data included information pretests and posttests, attitudinal questionnaires, and interviews. Perceptions of site facilitators were also gathered. Data indicate that the videos are a valuable way to teach young people about addiction and recovery. The power of video can pull students into the program, but these programs can be weakened by too many other instructional options. The addiction video was more compelling because it was allowed to carry the programs. Evaluation results were used to revise both programs. (Contains 5 references.) (SLD)

ED 373 759 IR 016 769

Schneberger, Scott L.; Jost, Karen Lee
Educational Technology Adoption: An Information Systems Perspective.
PUB DATE- 94
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Definitions; Design; Educational Change; *Educational Technology; *Information Systems; Models; *Program Implementation; Teacher Attitudes; Technological Advancement; Theories; Theory Practice Relationship; User Needs (Information)

Concentrating on the adoption and implementation of educational technology, this paper outlines and compares the conceptual definitions of educational technology (ET) and information systems (IS). Adoption and implementation models and frameworks are discussed, and similarities and differences between IS adoption and implementation and educational change are considered. ET and IS definitions focusing on devices, people, knowledge, and processes suggest a theoretical linkage between ET and IS application and adoption. Knowledge acquired about IS adoptions may be helpful to ET implementation in the future. Research on educational change has also produced knowledge of factors that are associated with adoption and that affect implementation. However, the factors and processes associated with successful ET adoption will likely have different relative weights than the factors and processes in previously researched successful IS adoption. One important factor for ET adoption that should be adopted from the IS factor model is that of involving users directly in the design process. Bottom-up and top-down involvement and support are required. (Contains 30 references.) (SLD) were pilot test sites for these programs. The data reported, gathered over a two-year period, is reflective of student and teacher interactions with these programs as well as their reactions to the interdiction of a technology based learning environment. Conclusions drawn from this study include: teachers may be reluctant to use this type of technology and software unless there is a direct applicability to the at-hand curriculum; in order for interactive technology to be successful, the role of the teacher and time spent in school need to be redefined; teachers must be active participants in the learning process; and teachers and students need to know how to apply their knowledge of computer technology in an appropriate mode. (Contains 7 references.) (JLB)

ED 373 779 IR 054 981

Programs of 1993 Winning Teams: Pioneering Partners.
SPONS. AGENCY- Council of Great Lakes Governors, Inc., Madison, WI.; GTE North Inc., Ft. Wayne, IN.
PUB DATE- 93
NOTE- 28p.; For the 1992 report, see ED 359 930.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Educational Development; *Educational Innovation; *Educational Technology; Elementary Secondary Education; *Information Networks; Information Technology; *Partnerships in Education; School Business Relationship; *Telecommunications
IDENTIFIERS- Information Age; United States (Great Lakes Region)

Pioneering Partners for Educational Technology was created to enhance learning in K-12 classrooms by accelerating the use of educational technology. This document outlines the projects of the 1993 winning teams. The Illinois programs are: "A Travel Log Via Computer"; "Weatherization Audit Training for Teachers and Students"; and "Technology for Everybody's Kid." The Indiana programs are: "Dimensions of Diversity"; "Foreign Language Interactive Videodisc Project"; and "Technology Enhanced Curriculum Horizons Videoconference." The Michigan programs are: "Project Connect"; "Newberry's Telecommunications Link"; and "U.P. Stars." The Minnesota programs are: "Artists and Authors"; "More than a Field Trip: Real World Government Connections"; and "Anoka Quality System." The New York programs are: "Grades 9-12/Adult Education Vocational Training"; "Jumpstart the Classroom through Video Technology"; and "Engineering Studies." The Ohio programs are: "Ohio SEABASE Educational Network (OSEN)"; "Meeting Each Student's Needs through Technology"; and "Project Smart/West Technical High School." The Pennsylvania programs are: "6th Grade Yearbook & Bendersville Bugle"; "Carson Toy and Trinket Company"; and "Chapter I Laptop Computer for Home Use Program." Finally, the Wisconsin programs are: "Teaching Algebra in a Technology Intensive Environment"; "Music and Technology: A Two-Part Invention"; and "Success with At-Risk Students: Thematic Teaching with Technology." (JLB)

ED 373 780 IR 055 107

Silverstein, Leah, Comp.
The Holocaust: A Selected Monographic Bibliography.
PUB DATE- 94
NOTE- 256p.; Prepared "with technical assistance from Vejune Svotelis".

Developing a BI Program for Medical Resources on Internet.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Computer Networks; Course Descriptions; Electronic Mail; Evaluation Methods; Higher Education; *Information Networks; *Information Sources; *Library Instruction; Library Services; Medical Libraries; *Medicine; Online Searching
IDENTIFIERS- Gopher; *Internet; Listservs; *Medical Information Systems; USENET

This document describes a bibliographic instruction (BI) course on accessing medical resources on the Internet through discussion lists and Gopher that consisted of short sessions taught biweekly each semester at the University of Vermont medical library. The introduction lists the rationale for starting the program; principles for teaching the program; content coverage; and frequency of the courses. The syllabus includes brief descriptions, instructional outlines, and course objectives for two 50-minute sessions--one on computer conferences and the other on Gopher. Handouts on the following topics are included: basic Listserv commands; medical discussion lists; string search commands; medical Gopher sites; basic Gopher commands; Internet medical Usenet newsgroups; and newsgroups search commands. The evaluation form used in the course is also included. (JLB)

ED 373 803   IR 055 165

Gerstein, Christine Wondolowski
Liaison with Teaching Faculty and Collaborative Collection Development: An Annotated Selective Bibliography of Journal Literature.
PUB DATE- Jul 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; Annotated Bibliographies; *College Faculty; Cooperation; Educational Cooperation; Higher Education; Librarians; *Librarian Teacher Cooperation; *Library Collection Development; Library Collections

This annotated selective bibliography of 21 journal articles is concerned with collaboration between librarians and faculty in collection development in academic libraries. These articles examine the collaborative process and provide effective strategies to assist in developing a strong library liaison relationship between librarians and faculty. (JLB)

ED 373 804   IR 055 168

Fortenbaugh, Robert; Jones, Lorraine
A Survey of New Jersey Public Library Buildings.
PUB DATE- Sep 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Library Equipment;

Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); *Adjunct Faculty; Community Colleges; Employment Level; Faculty Development; Full Time Faculty; *Part Time Faculty; *Program Improvement; School Holding Power; *Social Status; *Teacher Morale; Teacher Persistence; Two Year Colleges
IDENTIFIERS- Johnson County Community College KS

Describing an effort to improve conditions for adjunct faculty in the communications division at Johnson County Community College (JCCC), in Kansas, this paper outlines steps taken and provides materials generated by the effort. Following a brief abstract of the project, two sample essays written by full-time faculty with experience as adjuncts are provided which were used to examine their experiences and perceptions of the adjuncts' status. Next, information is presented on the types of people who work as part-time faculty in general and at JCCC, and the following recommendations for improving conditions developed from a joint meeting of full-time and adjunct faculty are provided: (1) improve program-specific training and promote professionalism among adjuncts by providing training and mentors for new adjuncts and informing adjuncts of development opportunities; (2) improve communication between adjuncts through an adjunct instructor committee; (3) improve communication between adjunct and full-time faculty by holding social events, publishing a teachers' directory, and encouraging participation in program meetings; and (4) improve morale and the working environment by equipping the adjunct room with office supplies, recognizing long-time adjuncts with titles and honors, and allowing long-time adjuncts to participate in decision-making. Finally, sample materials developed from these recommendations are provided, including faculty directory worksheets, information on adjunct compensation at JCCC, a schedule for an adjunct orientation, and materials related to an adjunct appreciation day. (Contains 10 references.) (KP)

ED 373 823 JC 940 473

Gillespie, Cheryl; Hochman, Darlene
American Sign Language Program Review.
PUB DATE- Aug 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Sign Language; Community Colleges; *Curriculum Development; *Deaf Interpreting; Employer Attitudes; Enrollment; Enrollment Trends; *Program Effectiveness; Program Improvement; Student Attitudes; *Student Characteristics; Two Year Colleges
IDENTIFIERS- Suffolk Community College NY

A review is provided of the American Sign Language (ASL) program at Suffolk Community College (SCC), in New York. Following definitions of program terms and historical information, the educational and career goals of the program are discussed and the curricula are described for the two sequences of the program, Interpreter for the Deaf and ASL Studies. Information strong recommendations from the state Coordinating Board of Higher Education and the Governor to make higher education funding a top priority and establishing institutional priorities which secure additional state funding. In addition, the Hancock II Bill, which would reduce state support should be defeated, and a general obligation bond issue which would provide $5.7 million in capital funding should be passed. Medium range issues include dealing with the School-to-Work Initiative, which while it seeks to provide a shrinking workforce with higher level skills, will not be the only solution. Also, the Job Training and Partnership Act, which is funded heavily but may not be providing an adequate return on the investment, should be reviewed. Finally, long-range issues facing higher education in Missouri include addressing the increasing necessity of linking budgeting decisions with institutional performance. The state and its community colleges have, in fact, been leaders in the movement away from enrollment driven funding formulas in favor of student outcome-driven models, with funding based on number of degrees, certificates, and transfers. (KP)

ED 373 840 JC 940 491

Fenwick, Tara
Access to Success for All: Open Doors in Today's Community Colleges.
PUB DATE- Sep 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Cooperative Education; Educational Improvement; *Educational Trends; Employment Patterns; Employment Projections; *Excellence in Education; *Futures (of Society); Job Training; Labor Market; Partnerships in Education; Remedial Programs

Accessibility is widely implemented in community colleges through curriculum comprehensiveness and services designed to meet the needs of students with special or non-traditional needs. The current threat to open access in community colleges arises from general funding restraints, forcing colleges to slash programs that are not economically viable, and from increasing pressure from the private and public sectors to conform to training requirements specified by industry. Currently, one third of the population continues to decline higher education participation and economic capability. Meanwhile, the existing student population is older, more female, more part-time, and with lower measured academic ability. The U.S. Department of Labor anticipates that by the year 2000, there will be more jobs than qualified people in highly skilled occupations; and that 90% of new jobs will be in the service sector, requiring higher levels of literacy and technical expertise. The following six strategies can help colleges extend the opportunity of "access to quality" and "access to success": (1) develop linkages and partnerships with public and private agencies; (2) shift the burden of vocational training to the private sector; (3) focus on a general academic core; (4) eliminate community service programs; (5) combine open access with selective programs; and (6) direct resources to improve remedial programs. Contains 50 references. (KP)

ED 373 841 JC 940 492

Lab.
PUB DATE- Jan 94
NOTE- 25p.; Paper presented at a conference of the Southwestern Educational Research Association (San Antonio, TX, January 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; *Basic Writing; Community Colleges; Comparative Analysis; Computer Networks; Computer Software; *Computer Uses in Education; Educational Technology; Two Year Colleges; Two Year College Students; *Word Processing; *Writing Improvement; *Writing Laboratories; Writing Skills; Writing Strategies; *Writing Workshops

A study was conducted in spring 1991, spring 1993, and summer 1993 to determine the effect on the writing process of various types of word processing software used by developmental and second-level composition students. Analyses were conducted of developmental students (novice writers) and of composition students (above novice writers) at a Texas community college. The developmental students were divided into two groups, one completed classroom writing exercises with traditional pen and paper and the other or used a simple word processing program. Composition students were divided into three groups, one writing with traditional pen and paper, one using a full computer word processor, and the third using a computer word processor in conjunction to electronic conferencing facilities that allowed students to communicate about the assignments in real time. Results of the study included the following: (1) on the multiple paragraph essays, all developmental students performed similarly, regardless of writing method; (2) developmental students who used computers during the semester wrote significantly more words on the exit exam (a pen and paper assignment) and were more concerned with paper length than the other students; (3) composition students in the computer conferencing class scored significantly higher than the other two groups in all measures; and (4) by cooperatively developing their ideas with other students on-line, students improved the organization, logic, and quality of their writing. (Contains 16 references.) (MAB)

ED 373 858 JC 940 526

Coplen, Mary; And Others
Student Success and Development at Hutchinson Community College: Future Plans.
PUB DATE- Jul 94
NOTE- 24p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Access to Education; College Planning; Community Colleges; *Individual Development; Models; Outcomes of Education; *Role of Education; *School Holding Power; Student Behavior; *Student Development; Two Year Colleges
IDENTIFIERS- Chickering (Arthur W)

Chickering's model of student development is based on two

The two separate evaluation instruments combined here are designed to help companies identify applicants for the positions of director and child care provider who have the greatest probability of being outstanding performers on the job. Each instrument contains three sections. Section 1 is an interest and willingness checklist, which acts as a communication tool to the applicant and describes what the director or provider position entails. It also allows the applicants to select themselves out by indicating unwilling responses. Section 2 is a forced-choice checklist that pairs high-performance elements with low-performance elements that have been controlled for social desirability. This section is designed to select those applicants who define themselves in high-performance terms. Section 3 is a series of critical incidents that directors or providers would encounter on the job. This part of the instrument seeks to identify applicants who, by their responses, demonstrate the same competencies as outstanding directors and providers. Both instruments are accompanied by a set of guidelines that outline the objectives of the instrument, explain the administration of the instrument, and provide instructions for having the scores interpreted by the publisher. (MDM)

ED 373 876   PS 022 545

Promotion of Primary Education for Girls and Disadvantaged Groups.
PUB DATE- 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Developing Nations; *Disadvantaged; Economic Factors; Educational Planning; *Elementary Education; *Equal Education; *Females; Foreign Countries; *Pilot Projects; Poverty; Program Development; Rural Areas; Sex Discrimination; Womens Education
IDENTIFIERS- *Asia; Bangladesh; China; India; Japan; Nepal; Pakistan

This report presents the results of a meeting of education officials from Bangladesh, China, India, Japan, Nepal, Pakistan, and Thailand to discuss the promotion of primary education for girls and other disadvantaged groups in developing Asian countries. Chapter 1 serves as an introduction, discussing the goals and results of the meeting. Chapter 2 summarizes the educational situation in Bangladesh, China, India, Nepal, and Pakistan in relation to the education of disadvantaged groups. Chapter 3 provides an analysis of the major issues and problems relating to the education of girls and children in rural and remote areas. These include poverty, unemployment, sex discrimination, inadequate infrastructure, and lack of schools. Chapter 4 outlines a cooperative framework for preparing innovative pilot programs for promoting primary education for girls and other disadvantaged groups. Chapter 5, the bulk of the report, describes country-specific proposals for individual pilot projects and programs. Four annexes provide a list of the meeting participants, an annotated agenda, the inaugural speech, and the welcoming speech. (MDM)

ED 373 877   PS 022 551

Howe, Debra
Single, African-American, Low Income Mothers' Child-Rearing Practices and Stressors and Their Relationship to Children's

the NSL Act; (3) waivers of statutory and regulatory requirements of NSL programs; (4) the improvement of the nutritional quality of entitlement commodities made available to schools under the NSL ACT; (5) NSL pilot projects; (6) the Women, Infants, and Children (WIC) Farmers; Market nutrition program; and (7) the distribution of a report on the use of private food establishments and caterers by schools participating in school lunch and breakfast programs. The report also includes a cost estimate for H.R. 8 prepared by the Congressional Budget Office. An appendix contains testimony supporting the legislation from Ellen Haas, the assistant secretary for Food and Consumer Services of the U.S. Department of Agriculture, Richard Pasco, a representative of the Commodity Distribution Coalition; and Marilyn Hurt, a representative of the American School Food Service Association. (MDM)

ED 373 895 PS 022 617

Theilheimer, Ish, Ed.
What Is the Value of Unpaid Work? = Quelle est la valeur du travail non remunere?
PUB DATE- Jun 94
NOTE- 41p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; *Comparable Worth; Economic Factors; Family Characteristics; *Flexible Working Hours; Foreign Countries; *Labor Economics; Labor Utilization; Newsletters; Volunteers; *Work Attitudes
IDENTIFIERS- Barter; Canada; Newfoundland; *Unpaid Labor; *Workfare

This issue of the Canadian journal "Transition" includes a feature story entitled "Unpaid Work--(How) Can You Measure It? Should You Even Try?" which explores issues surrounding unpaid work done in and around the home in Canada, largely by women. It reviews government and independent statistics on the subject, examines the question of including unpaid work in the census, and includes interviews with economists, reporters, and leaders of women's groups. Other articles in the issue discuss: (1) the informal barter economy of Newfoundland, arguing that this informal economy has always subsidized the formal economy in rural (and probably urban) areas; (2) the implementation of a 4-day work week in Canada to simultaneously reduce unemployment and overwork; (3) the implications of "workfare" programs, which require unemployed individuals to do community service work in exchange for welfare benefits; and (4) the economic value of volunteer work. The issue includes reviews of six books on family issues and a description of four publications on Canada's families by the Vanier Institute of the Family. (MDM)

ED 373 896 PS 022 628

Fyfe, Brenda
Images from St. Louis: Considerations and Interpretations from Teachers Who Are Applying the Reggio Approach in the United States.
PUB DATE- May 94
NOTE- 12p.; Paper presented at the Study Seminar on the Experience of the Municipal Infant-Toddler Centers and Preprimary Schools of Reggio Emilia (Reggio Emilia, Italy, May

leadership functions of the director's role; (2) be based on participants' perceived needs; (3) be problem-centered and site-specific; (4) focus on the director as change agent; (5) stress a systems perspective; (6) meet the needs of working professionals; (7) promote the professional advancement of participants; (8) promote participation that reflects the ethnic and cultural diversity of the field; (9) include follow-up; (10) promote cross-fertilization in the field; (11) promote active learning; and (12) promote collegiality and networking. National-Louis University has developed two training models for childcare center directors. The Early Childhood Leadership and Advocacy Field-Based Program is a 20-month master's degree program specifically designed to accommodate the needs of center directors who want to expand their repertoire of management and leadership skills without interrupting their careers. The Taking Charge of Change Program involves an 8-day intensive leadership training institute during the summer and two follow-up weekend retreats during the following academic year. (A two-page description of courses is attached.) (AC)

ED 373 915 PS 022 691

Grant, Jim; Johnson, Bob
A Common Sense Guide to Multiage Practices.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Child Development; Classroom Environment; Classroom Techniques; Cognitive Style; *Continuous Progress Plan; Educational Change; Educational History; *Educational Improvement; *Nongraded Instructional Grouping; *Primary Education; Student Centered Curriculum; Student Needs; *Teaching Methods
IDENTIFIERS- *Developmentally Appropriate Programs

Recognizing that children are individuals with different needs, backgrounds, learning styles, and personalities, this book provides information on elements of a successful multiage, continuous progress classroom at the primary level. Following an introduction to the concept of multiage, continuous progress practices, the book discusses the environment of a multiage classroom and the different types of learning taking place: cognitive, social, and physical. It then examines principles of developmentally appropriate practice that underpin the multiage concept. Next, the book presents a rationale for and research in support of the move away from the graded classrooms, including a checklist of advantages of multiage grouping, followed by a look at different configurations of multiage classrooms. Elements of multiage classroom, and of the transition to such an arrangement, are discussed in the remaining sections of the guide, including: (1) diversity and inclusiveness; (2) caution, commitment, confidence, and competence required to deal with changes involved in the transition; (3) clarification of goals; (4) cooperation; (5) organization of the classroom for learning; (6) partnerships with parents; (7) sharing responsibility; (8) appropriate strategies; and (9) authentic assessment. The book concludes with a checklist to help determine how far or close a classroom is to multiage, continuous progress, and a planning chart to help begin the transition. Additional resources are also

Problem Solving; Public Policy; *Teaching Styles
IDENTIFIERS- *Coalitions; *Public Policy Education

Extension educators can benefit from using a variety of styles when participating in learning and problem-solving coalitions. The first section of this paper describes nine stages of the coalition-building process, which can be grouped into three phases. In the emergence phase, issues and concerns have heated up and risen to the surface, and factions with a stake in the issues have been called to an initial meeting by a convener. In the stabilization phase, coalition members understand each other's values, interests, goals, and preferences. Norms, procedures, and rules for operating are established and form the basis for future work. In the activation phase, work on the issues is accomplished. This may involve learning, problem solving, action planning, implementation, evaluation, and sometimes renewal and redirection. The second section warns of coalition members who view a formal process as manipulative and suggests that other effective approaches to coalition building may exist and should be sought out. The third section emphasizes that the style or process used by an issues educator must fit the audience, and describes the changes in extension education over the years from a single-discipline endeavor to one requiring interagency cooperation. Extension faculty must analyze their style of teaching and the learning styles of their audience, and be able to adapt their facilitation style. Issues education styles are based on amount of subject-matter expertise and level of process skills. (KS)

ED 373 933   RC 019 695

Stevens, Ken; Bridgeman, Noel
The Beginnings of Rural School Networking in New Zealand: Some Educational and Policy Issues.
PUB DATE- May 94
NOTE- 13p.; Paper presented at the Rural Datafication Conference (Minneapolis, MN, May 23-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Networks; Computer Uses in Education; *Distance Education; Educational Cooperation; Educational Technology; Elementary Secondary Education; Foreign Countries; Program Descriptions; Rural Education; *Rural Schools; *Shared Resources and Services; *Small Schools
IDENTIFIERS- *New Zealand

This paper describes two pilot programs that are developing networks among rural New Zealand schools to address the educational isolation of students. A program located in the South Island consists of a consortium of six small rural high schools using distance education technology to offer an expanded curriculum to rural students. The goal of the program is to overcome difficulties associated with small school size and reduce costs. The other program is located in the North Island and involves the linking of a large rural high school library software and CD-ROM facilities to 24 elementary schools. The high school also has access to the Internet via a link to a regional polytechnic center. Although these two networks are at an early stage of development, there are a number of emerging educational and policy issues that must be addressed: (1) rural schools' application of technology in extending curriculum at the secondary level and assessing dropped out of school during 1989-91. Respondents lived on reservations in Montana, North Dakota, and South Dakota. In addition, 76 graduates and 37 dropouts were interviewed at length. Factors examined in the questionnaire and interview included substance abuse by self or family members, peer pressure, trouble with the law, self-esteem, teen pregnancy, family structure, socioeconomic status, parent education, academic achievement, teacher attitudes and expectations, school attendance, abuse by school personnel, tribal self-identity and pride, discrimination and racism, and bilingualism. Results indicate that respondents who dropped out of school demonstrated significant differences from graduates in self-esteem, frequency of skipping school, teacher expectations and attitudes, and grade retention. During interviews, the themes of poverty, self-esteem, and teacher attitudes repeatedly surfaced. Graduates frequently reported that family expectations (particularly those of the mother and grandmother) kept them in school. This report contains a lengthy literature review; recommendations to educators, policymakers, parents, and Indian communities; and many references in endnotes. (SV)

ED 373 952 RC 019 779

Godina, Heriberto
Indigenous Mexican Culture and Chicana/o Education.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *American Indian Culture; *Cultural Education; Ethnicity; *Mexican American Education; Mexican Americans; Secondary Education; Self Concept; *Student Attitudes
IDENTIFIERS- *Aztec (People); Chicanos; Hispanic American Students; *Mexican Culture; Middle School Students

The Xinachtli Project, implemented by Chicano activists in Phoenix (Arizona) and El Paso (Texas), addresses the loss of ancestral culture by public school students of Mexican ancestry. The project teaches indigenous Mexican culture to students and their teachers through a series of presentations and lectures on Aztec dance, mathematics, language, and symbols. A 3-day Xinachtli program was attended by 92 middle-school students, aged 12-15. The majority were Chicana and Chicano and had had little previous exposure to education on indigenous Mexican culture. Before and 3 weeks after the program, students completed a questionnaire covering cultural knowledge, self-esteem, goals, reading preferences, and attitudes toward reading. Results indicate that the project succeeded in enhancing student reading preferences (toward culturally related materials), attitudes toward reading, and cultural knowledge. Student responses to an informal essay question favored the program and, in some cases, projected its value in a future context. In a separate survey, Phoenix teachers felt that the content conveyed by the Xinachtli Project improved student self-esteem and was also useful as a resource for multicultural education in their schools. (SV)

ED 373 953 RC 019 784

Olivares, Julian, Ed.

lakes/rivers. A section on general investigations is also included. Each investigation is graded as either introductory or advanced and includes an introduction, equipment list, procedure, results, and points for discussion. (MKR)

ED 373 974 SE 054 603

Creating a Climate for Change...Math Leads the Way: Perspectives on Math Reform.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *Attitudes; *Boards of Education; College Faculty; *Educational Change; Elementary Secondary Education; Mathematics Education; *Mathematics Teachers; Parents; Questionnaires
IDENTIFIERS- *Parent Teacher Association; *Reform Efforts

This booklet reports the results of a survey designed to identify attitudes and preconceptions of mathematics educators and other education professionals about mathematics reform. There are two sets of findings. The first set reports items of consensus where repondents almost unanimously agreed on key issues regardless of their organizational affiliation. Points of consensus include the need to: (1) Overhaul mathematics education; (2) Expect everyone to learn some mathematics subjects; (3) Expect more in the elementary school grades; and (4) Change how mathematics is taught. The second set of findings reports on items of divergence, where respondents take substantially different stands on key issues depending upon their organizational affiliation. Points of divergence include: (1) The scope of the problem; (2) Who can learn mathematics and what they can learn; (3) Teaching methods; (4) Improving mathematics education; and (5) Awareness of new math standards. Mathematics education professionals were strongly supportive of the reform agenda, while administrators and representatives from school boards and PTA organizations were sometimes less so. (MKR)

ED 373 975 SE 054 612

The Biological and Earth Systems Science Curriculum. Report to the Worthington Board of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Sciences; *Earth Science; Integrated Curriculum; Interdisciplinary Approach; *Science Curriculum; *Science Education; Science Programs; Secondary Education
IDENTIFIERS- *Biological and Earth Systems Science

Biological and Earth Systems Science (BESS) is a two-year integrated biological and earth systems science curriculum for ninth and tenth grade students developed in response to the national and statewide dissatisfaction with secondary science programs. This report provides an overview of the program's history, aims, implementation strategies, evaluation

Barrier-Free Laboratories and Classrooms? (2) Why Are Barrier-Free Laboratories and Classrooms Necessary? (3) How to Organize Barrier-Free Laboratories and Classrooms; (4) Accommodations in the Classroom; (5) Accommodations in the Laboratory; (6) Accommodations by Disability; (7) Building Access Checklist: and (8) Resources, which includes a list of accessible labs and classrooms. (ZWH)

ED 373 998 SE 054 789

Glick, Judith Gail
Effective Methods for Teaching Nonmajors Introductory College Biology: A Critical Literature Review.
PUB DATE- 21 Apr 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biology; *College Science; Educational Research; Higher Education; Individualized Instruction; *Introductory Courses; Learning Modules; Literature Reviews; *Nonmajors; *Science Instruction; Science Teachers
IDENTIFIERS- Small Group Communication

Many educators are concerned about the effectiveness of traditional methods of teaching science to nonmajors. This document provides a literature review of applicable research on teaching nonmajors introductory college biology, a discussion of the information gathered, and recommendations for future research. The review examines the following topics: (1) Survey of College Science Instructors; (2) Instructional Approaches to Promote Scientific Thinking; (3) Laboratory Teaching Approaches; (4) Small-Group Discussions; (5) Individually-Paced Modular Instruction; and (5) Written Materials to Enhance Instruction. Contains 47 references. (ZWH)

ED 373 999 SE 054 822

Hall, Meryl
Happy 50th Birthday Smokey Bear! A Learning Kit about Forests and Fire Safety for Grades K-3.
PUB DATE- Sep 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Conservation (Environment); *Elementary School Curriculum; Environmental Education; *Fire Protection; *Habitats; Individual Activities; Learning Activities; Primary Education; Resource Units; *Wildlife
IDENTIFIERS- Environmental Action; Environmental Management; *Forests; *Smokey Bear

For over 50 years, the primary goal of Smokey Bear has been to introduce the forest fire prevention message to young children. This learning kit provides the K-3 teacher with activities and resources to help students learn about Smokey Bear and fire safety, about forests as habitats, and about what they can do to protect forests. Students are involved in six whole group and five individual activities that include stories to act out, a game, and things to make and do. Each activity contains

print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Laborers; Agricultural Production; *Agriculture; Developing Nations; *Economic Development; Extension Agents; *Farmers; *Females; Food; Foreign Countries; Higher Education; Islamic Culture; Population Growth; *Religion; Religious Differences; Sex Discrimination
IDENTIFIERS- *Egypt; Fulbright Hays Seminars Abroad Program

This document consists of four papers on various aspects of development in Egypt prepared by participants in the Fulbright-Hays Seminars Abroad Program in Egypt in 1989. Four of the papers are descriptive, one is a lesson plan. The papers included are: (1) "Egypt: Transition to Modern Times" (Katherine Jensen) focuses on the role of women in Egyptian agriculture; (2) "Nature of Fundamentalism in Egypt" (Bruce Lee Mouser) provides a survey of seven books on various aspects of Islam, from primary sources such as the Koran to contemporary thought and the Muslim brotherhood's renewed fundamentalism; (3) "Egypt: Population, Food, and Difficult Choices" (Richard Riggle) attributing Egypt's economic problems to the expanding population, socialist policies emphasizing consumption rather than conservation and development; (4) an untitled lesson plan including vocabulary, source list, strategy, and activities from which students learn about the five basic beliefs of Islam, and to compare and contrast Islam with Christianity and Judaism; and (5) "Inventing Egyptian Agriculture for the Twenty-First Century" (Jack M. Weatherford) discussing the problems of desert agriculture. (DK)

ED 374 022 SO 023 314

Poland. A Selection of Teaching Materials.
PUB DATE- 90
NOTE- 71p.; For related item, see SO 023 315.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Democracy; *European History; Foreign Countries; *History Instruction; Instructional Materials; Maps; Poetry; Secondary Education; Social Change; Social Studies
IDENTIFIERS- *Poland

This document is a collection of supplemental classroom materials on Poland to be photocopied for use in secondary schools in conjunction with the Education for Democracy's Classroom-To-Classroom project. The materials offer an historical framework for considering current events, as well as some insight into the events, ideas, issues, and personalities that have propelled Poland's successful movement towards democracy. A timeline and maps are included to give a basic historical context. Editorial cartoons, a resource guide, and suggested classroom activities also are included. The three maps included are: (1) central Europe, pre-World War I; (2) central Europe, post-World War II; and (3) Poland's shifting frontiers. The timeline stretches from 966 AD to 1991. Readings, grouped in five sections are: (1) a short history "The People Versus the Party" (Leopold Ungr); (2) excerpts from two Histories on Solidarity: "The Polish Revolution: Solidarity" (Timothy Garton Ash) and "Heart of Europe: A Short History of Poland" (Norman Davies); (3) four Notes from the Underground from 1982; (4)

least one learning activity compatible with the identified interest level of the resource. (DK)

ED 374 041 SO 024 352

Sharp, Pat Tipton, Ed.; And Others
Exploring the Southwest States through Literature. Exploring the United States through Literature Series.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; History Instruction; Instructional Materials; *Social Studies; United States History
IDENTIFIERS- *United States (Southwest)

This book is comprised of seven annotated regional resource guides to selected print and nonprint materials for grades K-8. Each regional bibliography is divided into state sections identifying materials that relate to the history, culture, geography, resources, industries, literature and lore, and famous figures of the states in the region. This volume focuses on the Southwest states. The materials included in this bibliography offer young people a deeper understanding of the histories and contemporary cultures of Arizona, New Mexico, Oklahoma, and Texas. Functioning as a selection tool or as a resource for reader guidance, this volume identifies about 460 items that are set in or focus on at least one of the four states. In addition to bibliographic data and subject headings, each entry includes a brief annotation of 75-100 words. Each annotation describes the work, evaluates its merit, and suggests a follow up activity to encourage young people to extend the ideas or information in the work. Arizona's rich tradition of Native American stories is evident in the available books and nonprint materials relating to the state. Materials on Arizona history do not make up a major portion of the bibliography, and the same is true for materials on current business and industry in Arizona. New Mexico, like Arizona, has many publications that relate to Native American contributions and to stories collected from Native Americans. The colorful history of New Mexico is a major focus of the New Mexico materials. Because the choice of materials is limited, the New Mexico bibliography has fewer titles than some of the other state sections. Three major concepts predominate in the Oklahoma publications: (1) the Native American influence in the state; (2) the economic impacts of the dust bowl and oil; and (3) the southwestern culture of cowboys and homesteading. Texas independence is a major topic for that state. It is in the Texas resources that the cultural diversity of the southwestern portion of the United States is shown with most clarity. (DK)

ED 374 042 SO 024 353

Brodie, Carolyn S., Ed.; And Others
Exploring the Plains States through Literature. Exploring the United States through Literature Series.
PUB DATE- May 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; History Instruction;

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indians; *Colonial History (United States); Culture Conflict; *History Instruction; Intermediate Grades; Junior High Schools; Labor; Middle Schools; *Primary Sources; *Social Stratification
IDENTIFIERS- *Bacons Rebellion; Virginia (Jamestown)

This unit explores Virginia society between 1640 and 1680. By examining copies of original documents, students study the causes of Bacon's Rebellion in 1676. Although the rebellion was a failure, understanding the reasons for the conflict gives insight into colonial Virginia. Students learn that Virginia was initially a predominantly male society of fortune hunters, who, when gold was not discovered, settled on tobacco as the quickest and surest way to riches. It was a highly stratified society with large numbers of indentured servants. In part, Bacon's Rebellion reflected the lower orders' resentment at their place in this hierarchical society. Additionally, the unit shows how the thirst for land fueled a hatred of American Indians and led to the indiscriminate assault on both friendly and hostile tribes. Finally, the unit gives insight into why the Southern colonies shifted from white bound labor to black slave labor. Elementary school children should understand that the regional differences that continue to influence our nation began in colonial America. Studying Bacon's Rebellion helps students understand colonial Virginia and the ways in which it was distinct from New England and the Middle colonies. A study of Bacon's Rebellion helps students understand that there were choices in the way white and Indian cultures interacted. One of the central issues of the rebellion was the struggle over the way Indians should be treated. The systematic extermination of Indian groups and the destruction of their cultures was not inevitable. This unit helps explain, but not excuse, the choice the white settlers of Virginia made. (Author/DK)

ED 374 061 SO 024 491

Leonard, Donald E.; Mattson, John O., Ed.
"Into Your Hands His Life and Liberty...." A Collection of Significant Cases from the Rhode Island Courts. First Edition.
SPONS. AGENCY- Rhode Island Bar Association, Providence.
PUB DATE- 94
NOTE- 58p.; For related materials, see SO 024 492-493.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Civil Liberties; Civil Rights; Constitutional Law; *Court Litigation; Criminal Law; Due Process; Higher Education; *Law Related Education; Secondary Education; Social Studies
IDENTIFIERS- *Rhode Island

Six cases from Rhode Island court history are presented in this document. The cases, dating from the time of Roger Williams to the 1970s, examine religious freedom, personal freedom, treason, robbery, murder, and drug possession. Each case is summarized and questions are supplied to help students understand crime and punishment in Rhode Island. A glossary of words and phrases concludes the document. (RJC)

ED 374 062 SO 024 492

Leonard, Donald E.; Mattson, John O., Ed.

PUB DATE- Dec 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Communication Skills; Course Content; Helping Relationship; *Hospitality Occupations; *Hotels; *Housekeepers; Instructional Materials; Interpersonal Communication; Limited English Speaking; *Literacy Education; Organizational Communication; Problem Solving; Skill Development; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel stewarding department workers in one participating hotel. An introductory section gives and overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of six instructional units on these topics: making and responding to requests (two units); asking for clarification; describing where things are (two units); and reporting problems. Each unit contains exercises in listening, speaking, reading, and writing skills. Four paper-and-pencil quizzes on place-settings and holloware are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 609 FL 800 814

Project EXCEL: Holiday Inn at Fisherman's Wharf, Housekeeping Department: Improving Customer Service, Module 3.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Body Language; Communication Skills; Course Content; Cultural Awareness; Efficiency; Hospitality Occupations; *Hotels; *Housekeepers; Hygiene; Instructional Materials; Interpersonal Communication; Limited English Speaking; Literacy Education; Nonverbal Communication; Organizational Communication; Problem Solving; *Quality Control; Skill Development; *Social Behavior; Time Management; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- California (San Francisco); *Customer Services; *Politeness; Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical

Graduate School doing a final review. The new survey was mailed to 1,199 alumni of two recent graduating classes. Response rate was 30.34 percent, a 105 percent improvement from the previous year. The number of omitted items on returned surveys also significantly decreased. (Contains 11 references and 6 tables.) (JB)

ED 373 627 HE 027 613

Fornadel, William M.; Taylor, Alton L.
Americans with Disabilities Act of 1990: Organization, Compliance and Concern in Higher Education. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Federal Legislation; Higher Education; Institutional Research; Program Implementation; Public Colleges
IDENTIFIERS- *AIR Forum; *Americans with Disabilities Act 1990

This study investigated the organization, compliance, and concerns of public higher education regarding the implementation of the Americans with Disabilities Act (ADA) of 1990. A survey was developed and mailed to 480 colleges and universities selected randomly within each Carnegie Classification. Analysis of responses from 270 institutions indicated that public higher education administrators understand and "grasp" the complexities of the ADA, and that they have organized the function within the institution to respond to the specific requirements of the law. Approximately 50 percent of the study group was found to be near full compliance but only 6 percent of the institutions were identified as fully compliant. Two additional surveys were conducted approximately 1 year following the main study to determine if institutional researchers have assisted ADA coordinators and whether and how ADA coordinators have utilized the services of the office of institutional research regarding ADA issues. Both studies revealed that neither administrative unit typically used the services of or communicated with the other. Institutional researchers were not familiar with the ADA coordinator's needs and the ADA coordinator was unfamiliar with how the office of institutional research might assist their efforts. (Contains 24 references.) (Author/JB)

ED 373 628 HE 027 614

Machung, Anne
College Guide Surveys and the Information Revolution: Issues and Consequences. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 48p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *College Choice; Directories;

Satisfaction of Noncredit Continuing Education Students. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Classroom Environment; Continuing Education; Higher Education; *Individual Development; *Leisure Education; Noncredit Courses; *Participant Satisfaction; *Professional Development; Student Characteristics; Student Development; Student Educational Objectives; *Student Motivation
IDENTIFIERS- *AIR Forum; University of Hawaii

This study examined the functional relationships among motivation, perceived classroom environment, and student satisfaction, for three major curricular groups: arts and leisure programs, personal development programs, and professional development programs. The sample included 1,180 students enrolled in noncredit courses at the College of Continuing Education and Community Service at the University of Hawaii. The study empirically validated R. Boshier's Education Participation Scale and G. Darkenwald's Adult Classroom Environment Scale with a relatively large sample of students who voluntarily participated in their learning experiences and who were primarily motivated by the desire to satisfy the need to know, unaffected by grades or the requirements of a degree program. Findings revealed that each curricular group had a distinctive set of student characteristics and reasons for participation, and preferred particular kinds of classroom environments which emphasized a different mix of environmental domains. Results confirmed the multidimensional nature of satisfaction, and suggested that certain types of learning environments may be more satisfying to students with certain types of learning motivations. (Contains 30 references.) (JDD)

ED 373 647 HE 027 633

Boatwright, Micheal A.; And Others
Assessing Student Perceptions of Importance and Progress on Outcomes of Two-Year Public Colleges. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 69p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Goal Orientation; Grade Point Average; Majors (Students); Public Colleges; Self Evaluation (Individuals); Sex Differences; *Student Attitudes; Student Characteristics; *Student Development; *Student Educational Objectives; Student Employment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *AIR Forum

This study explored perceptions of two-year public college students regarding their growth and preparation, in relation to areas of study, gender, cumulative grade point average (GPA), hours of current employment, and respondents' perceptions of goal attainment. The selected samples of students consisted of of the SUNY system and the dates of establishment of SUNY institutions. (MDM)

ED 373 665 HE 027 651

Instructional Locations Away from the Main Campus, State University of New York, 1992-93. Report No. 16-94.
PUB DATE- Jul 94
NOTE- 328p.; For the Fall 1991 report, see ED 346 775.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Extension Education; Higher Education; *Multicampus Colleges; *Off Campus Facilities; Satellite Facilities; *School Statistics; State Standards; State Surveys; *State Universities
IDENTIFIERS- New York; Program Characteristics; *State University of New York

This report summarizes, in statistical form, the responses of State University of New York (SUNY) institutions to a 1993 survey of instructional locations away from the main campuses. The five tables contained in the report present data for the full 1992-93 academic year (summer, fall, and spring terms). Table 1 presents summary information on the 645 reported instructional locations away from main campuses. Table 2 presents detailed information by institution on each of the reported instructional locations. Table 3 displays the 61 instructional locations away from main campuses which met the New York State Education Department (NYSED) requirements for branch campuses, interinstitutional programs, or exceptions by offering complete academic programs leading to a certificate or degree. Table 4 presents the 73 locations which met the NYSED requirements for extension centers or interinstitutional centers by offering more than 15 credit courses or having more than 350 course registrants. Table 5 shows the 511 locations which currently meet the NYSED requirements for extension sites or interinstitutional sites by offering 15 or fewer credit courses and having 350 or fewer course registrants. (MDM)

ED 373 666 HE 027 652

Brennan, John; And Others
Peer Review and the Assessment of Higher Education Quality: An International Perspective. Higher Education Report No. 3.
PUB DATE- Jun 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); *Accrediting Agencies; *Educational Quality; *Evaluation Methods; Foreign Countries; Formative Evaluation; Higher Education; *Peer Evaluation; *Program Evaluation; Summative Evaluation; Universities
IDENTIFIERS- Denmark; France; Germany; Great Britain; Hong Kong; Netherlands; United States

This report examines the practices of 19 peer review agencies in the United States, Britain, Denmark, Germany, France, the Netherlands, and Hong Kong to determine variations in peer review in the field of higher education. The report addresses: (1) the sources of authority for peer review; (2) the types and status of peer reviewers; (3) the selection of peer reviewers; (4) the formative and summative aims of peer review; (5) the focus of reviews; (6) methods used in the review process; and (7) the types of reporting possibilities available. Three major multicultural America. (MDM)

ED 373 684 HE 027 680

Sondak, Norman E.; Sondak, Eileen M.
Fuzzy Logic: A New Tool for the Analysis and Organization of International Business Communications.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Communication; Communication Problems; *Communication Skills; Information Transfer; *International Communication; *Logic; Validity; Western Civilization
IDENTIFIERS- *Fuzzy Set Theory

Classical western logic, built on a foundation of true/false, yes/no, right/wrong statements, leads to many difficulties and inconsistencies in the logical analysis and organization of international business communications. This paper presents the basic principles of classical logic and of fuzzy logic, a type of logic developed to allow for answers that can cover the entire spectrum from yes to no with all values in between. Principles of classic logic that are discussed include statements, the validity of arguments, and three common types of invalid reasoning or logical fallacies. The paper contrasts and compares the two systems and illustrates how fuzzy logic can assist the business communicator in analyzing situations and documents. It also shows how an understanding of the principles of fuzzy logic helps the business communicator better organize letters, memos, presentations, reports, and other types of business communications. The paper concludes that an understanding of fuzzy logic is particularly important for those engaged in international communications, because of its power and widespread use by trading partners of the United States. (JDD)

ED 373 685 HE 027 681

Ronayne, Deborah Washburn
The Technical Writer in the Global Marketplace.
PUB DATE- 22 Mar 94
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authors; *Business Communication; *Documentation; Global Approach; *International Trade; *Quality Control; Reliability; Staff Role; *Standards; *Technical Writing
IDENTIFIERS- *International Standards

The International Standards Organization (ISO) has developed standards to provide a uniform framework for quality assurance in organizations' products and services. Commonly referred to as ISO 9000, these standards focus on achieving and sustaining the quality of the product or service produced to continuously meet purchasers' needs, and give management and purchasers confidence that the intended quality will be achieved. To references.) (SLD)

ED 373 703 IR 016 713

Black, John B.; And Others
Constructivist Design of Graphic Computer Simulations.
PUB DATE- 94
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); *Business Administration; *Computer Assisted Instruction; Computer Graphics; *Computer Simulation; *Constructivism (Learning); Cooperation; Courseware; Educational Technology; High Schools; High School Students; Hotels; Hypermedia; *Instructional Design; Intermediate Grades; Junior High Schools; Knowledge Level; Manufacturing; Middle Schools; Organization; Student Attitudes; Thinking Skills
IDENTIFIERS- Cognitive Apprenticeships; Middle School Students

Two graphic computer simulations have been prepared for teaching high school and middle school students about how business organizations and financial systems work: "Parkside," which simulates managing a hotel; and "Guestwear," which simulates managing a clothing manufacturer. Both simulations are based on six principles of constructivist design proposed by the authors: (1) students generate the knowledge as much as possible; (2) knowledge is anchored in authentic situations; (3) cognitive apprenticeship methods are used; (4) knowledge is situated in multiple contexts; (5) cognitive flexibility is created; and (6) students collaborate in knowledge construction. Both simulations are implemented in the "Toolbook" hypermedia authoring environment running in Windows on the schools' computers. Problems with the initial field test were in the area of school and teacher involvement rather than that of student enthusiasm. A second brief test with a receptive teacher suggested that students learned from the simulation and improved in higher level thinking. (Contains 16 references.) (SLD)

ED 373 704 IR 016 714

Bohlin, Roy M.; Milheim, William D.
Applications of an Adult Motivational Instructional Design Model.
PUB DATE- 94
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; *Computer Assisted Instruction; *Instructional Design; Lifelong Learning; Models; *Student Motivation
IDENTIFIERS- ARCS Model; *Motivational Design

Adults have specific and unique motivational needs in

of Educational Technology.
PUB DATE- 94
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Automation; *Computer Uses in Education; Educational Philosophy; *Educational Technology; Elementary Secondary Education; Higher Education; Intellectual Disciplines; *Technological Advancement
IDENTIFIERS- *Finn (James D); *Process Models; Professions

This study focuses on the thoughts and activities of James D. Finn and examines the influence that these thoughts and activities had on later events and outcomes in the field of educational technology. Finn aimed to upgrade the status of audiovisual education to a professional field of study and endeavored to change the name of the field to educational technology and to base it on research and theory. His early work concentrated on automation in education, initially considering automation to be an expansion of technology. In the early 1960s, he changed his focus to technology, always emphasizing that technology was more than just machines, that it included processes, management, and human and nonhuman controls. Despite shifts in his philosophical orientation, Finn remained a proponent of technology as process. The ideas that Finn articulated had the long range vision that professionalized the audiovisual field. (Contains 16 references.) (SLD)

ED 373 723 IR 016 733

Klein, James D.
Effects of Instructional Elements in a Cooperative Learning Setting.
PUB DATE- 94
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Advance Organizers; Behavior Patterns; *Cooperative Learning; *Drills (Practice); Educational Psychology; Educational Technology; Educational Television; Education Majors; Graduate Students; Higher Education; Instructional Design; Objectives; Pretests Posttests; *Student Behavior
IDENTIFIERS- Knowledge Acquisition; *Orienting Information; *Practice Questions

The effects of orienting activities and practice on performance and student behaviors in a cooperative learning environment were studied with 80 graduate education majors in an educational psychology course. A 2 x 2 factorial design was used, with orienting activity (advance organizer versus objectives) and type of practice (verbal information versus

PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Adult Students; *Computer Assisted Instruction; Control Groups; Experimental Groups; Intermode Differences; *Learning Strategies; Pretests Posttests; Professional Development; Recall (Psychology); Recognition (Psychology); *Training Methods
IDENTIFIERS- *Elaboration; Embedded Training; *Generative Processes

Relative effects on adult learners who received experimenter-provided elaborations or who generated personal elaborations, using strategies taught by means of detached versus embedded training, were examined in 80 employees in a professional-development course at a large corporation. Subjects were assigned to a control group, a group receiving experimenter-provided elaborations, and groups receiving training to produce learner-generated detached or embedded elaborations. Recall, recognition, and application of the lesson content (professional-development topics) were measured in a posttest. Subjects generating elaborations surpassed control-group subjects on three or four comparisons. However, there were no significant advantages for either learner-generated-elaborations group versus the experimenter-generated-elaborations group. It may be that the level of generative processing achieved in the experimenter-generated category was sufficient to produce elaborations that function similarly to learner-generated elaborations. Contrary to the hypothesis, the embedded-training group did not demonstrate higher achievement than did the detached-training group. One table summarizes means and standard deviations. (Contains 29 references.) (SLD)

ED 373 742 IR 016 752

Naugle, Lottie; Reigeluth, Charles
Initiating School Restructuring: A Case Study.
PUB DATE- 94
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Context Effect; Data Collection; *Educational Change; Elementary Education; Elementary School Teachers; Formative Evaluation; Interviews; Models; Parents; *Program Development; Research Design; *School Restructuring
IDENTIFIERS- *Organizational Culture; *Process Models; Reform Efforts

How an elementary school (pseudonym, Sunny Days Elementary School) initiated school restructuring using the School Restructuring Process Model developed by Charles Reigeluth was studied, using formative evaluation to see how the actual experiences of the school might refine and improve the model.

ED 373 760 IR 016 770

Schroeder, Eileen E.
Navigating through Hypertext: Navigational Technique, Individual Differences, and Learning.
PUB DATE- 94
NOTE- 37p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cognitive Processes; *Computer Assisted Instruction; Higher Education; *Hypermedia; Individual Differences; Knowledge Level; Learning Strategies; Pretests Posttests; Prior Learning; Tables (Data); Undergraduate Students; User Needs (Information); Verbal Ability
IDENTIFIERS- *Concept Mapping; *Navigation (Information Systems); Scholastic Aptitude Test; Structural Knowledge

Maps or graphical browsers of structural knowledge allow the user of a hypertext system to navigate from node to node through the structure as they portray the links between concepts spatially. This study examined the results of using two different graphical browsers that provide different amounts of information about the structure of the knowledge. The use of graphical browsers was compared with that of hotwords embedded in the instructional text itself but having no explicit structure. Subjects were 113 undergraduates for whom verbal Scholastic Aptitude Test scores served as a measure of verbal ability. Treatment effect was assessed through posttests, and student paths were recorded for each treatment. It was not evident from the results that all learners internalized the structural knowledge provided by the graphical browsers. Those with high prior knowledge showed a greater increase in structural knowledge. Use of hotwords resulted in lower achievement, and verbal ability was not a factor on most variables. Users of hypertext appear to require extended experience to become comfortable and proficient. Twelve tables present study findings. (Contains 68 references.) (SLD)

ED 373 761 IR 016 771

Simonson, Michael R.; Smaldino, Sharon
Distance Education in Iowa: A Research Plan.
PUB DATE- 94
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Innovation; *Educational Planning; Educational Research; Higher Education; Information Dissemination; Partnerships in Education; Research Methodology; Secondary Education; State Programs; Teacher Education; *Technological Advancement; *Telecommunications

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Anti Semitism; Books; Ethnic Groups; European History; *Jews; Library Collections; National Libraries; *Nazism; *World War II
IDENTIFIERS- *Holocaust; *Holocaust Literature; Library of Congress

This unannotated bibliography on the Holocaust was prepared in the hope that it will be a tool for better understanding of this event. The 2,145 items in the bibliography are books found in the collections of the Library of Congress published between 1980 and 1992. All entries contain Library of Congress Call Numbers. The books are in various languages including those in romanized form. The bibliography is arranged chronologically in ascending order according to year of publication. Within each year, the arrangement is alphabetical by author or title. There are three indexes: an author index which includes persons and institutions not always found in the respective entries; a geographic index; and a title index. (JLB)

ED 373 781 IR 055 136

Hanifan, Thomas; Hoogheem, Cynthia L.
College Library Technology and Cooperation Grants Program, Higher Education Act, Title II-D. Final Performance Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Community Colleges; Federal Aid; Grants; Information Technology; Integrated Library Systems; *Library Automation; *Library Funding; *Online Catalogs; Optical Data Disks; Program Evaluation; Questionnaires; Technological Advancement; Two Year Colleges; User Satisfaction (Information); Workstations
IDENTIFIERS- Eastern Iowa Community College District; Higher Education Act Title II

The Eastern Iowa Community College District (EICCD) libraries received a federal College Library Technology and Cooperation grant to provide and link public access catalogs at each college of the district--Clinton Community College, Muscatine Community College, and Scott Community College. That network is named Quad-LINC (Quad Cities Libraries in Cooperation). Quad-LINC is located in the Quad Cities area of western Illinois and eastern Iowa. An online computer terminal and a compact disk workstation were acquired for each library. This document is the final performance report of the project. The objectives and activities of the study are identified, and the results of each are given. A list of revisions to the project are listed as well as the impact on users. Three elements compromise the evaluation plan: user satisfaction; level of inter-library loan requests and/or reciprocal borrowing; and improvement in users' ability to identify resources in their "home" libraries. Finally, the future plans of the project and the budget details are presented. The questionnaire to determine user satisfaction is included. (JLB)

ED 373 782 IR 055 137

Library Expenditures; *Library Facilities; *Library Statistics; Library Surveys; *Public Libraries; State Surveys; Study Facilities; Tables (Data)
IDENTIFIERS- *New Jersey

This document contains information about New Jersey's public library buildings obtained from a survey of public libraries in the state. The results of the survey are reported in the following tables: public libraries arranged by community (includes meeting room information); public libraries arranged by square footage; public libraries arranged by year of construction; and disabled accessibility in public libraries. Information collected includes population, year constructed, additions, total square feet, number of reader seats, number of meeting rooms, parking information, and disabled accessibility. The data collection form and cover letter are included. (JLB)

ED 373 805 IR 055 172

Fortenbaugh, Robert K., Comp.
New Jersey Public Library Statistics for 1992.
PUB DATE- Oct 93
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Librarians; Library Circulation; Library Expenditures; *Library Statistics; *Public Libraries; Salaries; State Libraries
IDENTIFIERS- *New Jersey

The State Library of New Jersey annually compiles statewide statistics from annual reports submitted by public libraries in the state in order to help libraries analyze and improve programs and services. This report includes the following information: average price paid for books in 1992; per capita expenditure for New Jersey public libraries by counties; and salary budgeted by New Jersey public libraries in 1993 for full-time professional certified librarians. Summary tables show the number and percentage of population served by public libraries; libraries according to size of population served; libraries according to total expenditures; and libraries according to type and total expenditures. Also included are statistics of libraries by county; state summary of public library statistics by counties; state summary of public library statistics by regions; and New Jersey population not served by public libraries, by county and municipality (1990 census population). (JLB)

ED 373 806 IR 055 200

Boden, Dana W. R.
A History of the Utilization of Technology in Academic Libraries.
PUB DATE- Dec 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; Change; Futures (of Society); Higher Education; *Information Technology; *Library Automation; Research Libraries; *Technological Advancement; Telecommunications
IDENTIFIERS- *Library History

This paper examines the history of academic libraries with special emphasis on the beginnings, growth, and progress in the on students is then provided, including enrollment trends; student characteristics; performance and persistence rates; and data from 1994 surveys of students, graduates, employers and fieldsite supervisors regarding strengths and weaknesses of curricula. This section indicates that 26 students are currently enrolled; 93.3% of the students are female; the program has shown a 57% persistence rate since fall 1983, conferring 119 degrees; student comments indicated that course materials were not always consistent and that ASL structure was not always adhered to; and while all employers indicated they would continue to hire program graduates, fieldsite supervisors gave mixed responses regarding program quality. The next sections cover program resources and staffing, indicating that there is one full-time faculty member and no full-time faculty qualified to teach English to ASL interpretation. Finally, recommendations are presented based on the program review, including: (1) add a full-time faculty member for the interpreter sequence; (2) establish and adhere to program admission standards; (3) define qualifications/expectations of clinical fieldsite supervisors; (4) reduce class sizes; and (5) purchase additional videos and other support materials. Appendixes include lists of interpreter employers, ASL curricula, questionnaires, and library resources. (KP)

ED 373 824   JC 940 474

Matulich, Loretta
Critical Thinking or Cony Cozenage.
PUB DATE- 29 Apr 93
NOTE- 9p.; Paper presented at a Symposium of the American Society for Engineering Education (Klamath Falls, OR, April 29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; College Faculty; Community Colleges; *Critical Thinking; Educational Cooperation; History; History Instruction; *Interdisciplinary Approach; Literature Appreciation; Science Instruction; *Teaching Methods; Technical Writing; Two Year Colleges; Writing Instruction

Teachers of history, introductory chemistry, and literature from Portland State University, Portland Community College, Clark College, Mt. Hood Community College, and Clackamas Community College (Oregon) have been working together to foster critical thinking in their students. Teachers in these disciplines have been meeting at their respective institutions to share course goals and content and compile materials for use by all the institutions involved. All teachers focus on three components of critical thinking: definition, focus, and underlying assumptions. One chemistry instructor, for example, asks students to critique the statement, "Older children are bigger than younger children," to focus on definitions and the meaning of words. This exercise serves as a warm-up for students to begin examining a statement such as "Elements to the right on the periodic table have higher ionization energies than elements to their left on the periodic table." Similarly, technical writing students critique journal articles to recognize the author's definitions, focus or intent, basic assumptions, and biases. In writing courses, sciences courses, and all across the curriculum, teachers are essentially introducing students to the critical thinking process, examining data from experiments or journal articles to determine purposes, assumptions, or omissions. Cooperation,

Di Benedetto, Victoria; Ortiz, Rachel
Women in Technology, Project Opportunity.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 24 Jun 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; Ancillary School Services; Career Exploration; Community Colleges; Counseling; Day Care; Enrollment; Females; Material Development; *Nontraditional Occupations; Nontraditional Students; Program Effectiveness; Publicity; Student Recruitment; Technical Education; Two Year Colleges; Welfare Recipients; *Womens Education

Project Opportunity is designed to provide a bridge curriculum for women who choose to enter nontraditional vocational education and training that will furnish marketable skills to low-income women, single parents, displaced homemakers, young pregnant women, and near-homeless women. A total of 45 women were chosen to participate in the 1993-94 Project Opportunity Curriculum program at El Paso Community College. In 1993-94, project activities included the following: (1) community outreach and recruitment through live and electronic presentations, and printed media; (2) student support services, including child care, technical content course tutoring, transportation funding, and empowerment; (3) networking with the community through conferences and special workshops; (4) program classes including technical applied physics, self-investment, math, technical content, and English for special purposes; (5) work study for 8 hours a week for $4.25 per hour; and (6) 29 students received Project Opportunity certificates of completion. The report includes 27 appendixes providing program curriculum and recruitment materials; program goals; syllabi; calendar of career exploration workshops; work study job descriptions; information on the ethnicity, age, education, income, and dependents of program participants; English entry tests; program evaluation survey; mentoring program materials; certificates of completion; and newspaper articles. (KP)

ED 373 842 JC 940 493

Osterthun, Stuart J.
A Critical Analysis of Community College Journalism Programs.
PUB DATE- May 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Community Colleges; *Educational Demand; *Employer Attitudes; Higher Education; *Journalism Education; Mass Media; Newspapers; Occupational Surveys; Public Relations; Radio; *Technical Education; Transfer Programs; Two Year Colleges

Community college journalism programs have a long-standing tradition of being transfer programs, which, in contrast to career programs, often take longer, are more expensive, and offer no guarantee of a job after graduation. If community colleges offered intensive 2-year technical journalism programs that mixed basic skills such a composition, algebra, speech, and computers with a wide variety of journalism courses, more students could finish the program faster and be qualified for professional media positions upon completion. A survey of 348 assumptions: (1) the primary function of higher education is to encourage student development; and (2) the most effective programs provide opportunities for close and sustained relationships between students and faculty in which students are actively involved in planning and carrying out their own education through a mix of experiential learning and classroom activity. The model suggests that development involves students differentiating and integrating thought and behavior in seven vectors: achieving intellectual, social and physical competence; managing emotions; becoming autonomous; forming an identity; freeing interpersonal relationships; clarifying purpose; and developing integrity. For any student success plan to be successful, an institution should consider the following issues: (1) a commitment must be made to student success and the belief that the student is the primary reason for existence; (2) leadership must be provided for meaningful assessment and planning; (3) policies, programs, practices, and the college climate should be directed toward student outcomes; and (4) systems for evaluating student success must be implemented. A student development and success flow model must also incorporate development outside of the classroom since community college students devote as much as two-thirds of their time to outside activities. Finally, components of an integrated flow model must include measures of student access, retention, and achievement. (Includes a chart of a model success plan, a National Council of Instructional Administrators position statement on student development, and a student success assessment survey for faculty and staff.) (KP)

ED 373 859 PS 022 262

The Power of Family Literacy.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Demonstration Programs; Early Childhood Education; *Family Programs; *Intervention; *Literacy Education; Poverty; Program Effectiveness
IDENTIFIERS- *Family Literacy; National Center for Family Literacy; Parent and Child Education Program KY

This report presents the early findings from the analysis of a family literacy demonstration project under the direction of the National Center for Family Literacy. The data in this report are based upon the experiences of over 300 families who participated in the Toyota Families for Learning Program during the 1992-1993 school year. The first section of the report discusses the issue of, and approach to, family literacy. The second section covers the scope of the issue, focusing on impoverished children, parents who lack literacy skills, and low income families. The third section of the report profiles promising family literacy programs and outlines their necessary components. The final section details some of the encouraging results of the Toyota Families for Learning Program, including the following: (1) adults participating in family literacy programs demonstrate greater gains in literacy than adults in adult focused programs; (2) participants in family literacy programs are more likely to remain in the program than participants in adult focused programs; (3) adults who participate in the program continue to learn; (4) children participating in family literacy programs demonstrate greater

Prosocial Behavior and Peer Status.
PUB DATE- 94
NOTE- 59p.; Research Project, Wayne State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Black Mothers; *Child Rearing; Family Environment; High Risk Students; Low Income; One Parent Family; Parent Child Relationship; Parenting Skills; *Peer Relationship; *Preschool Children; Preschool Education; *Prosocial Behavior; Questionnaires; *Stress Management
IDENTIFIERS- African Americans; Parenting Stress Index; Parenting Styles

This study examined the relationship between the stress factors affecting low-income African-American mothers' child rearing practices and their children's prosocial behavior and peer status. Thirty at-risk preschool children and their single mothers participated in the study. The Home Observation for the Measurement of the Environment for Families of Preschool Children (HOME) measure was used to examine child rearing practices, while the Parental Stress Index was used to assess the mothers' stress toward their children. Children's prosocial behavior in the classroom was observed using a scan sampling technique, and their peer status was evaluated using a picture sociometric nomination scale rating. The results indicated that there was a significant relationship between child rearing practices, such as warmth and acceptance, and children's prosocial behavior and peer status. Mothers' stressors, specifically economic and single-parent factors, were found to have a negative effect on children's prosocial behavior and peer status. (Nine appendices include copies of the HOME evaluation sheet and scores, PSI evaluation form and scores, peer behavior data, and picture sociometric nomination raw scores. Contains 40 references.) (MDM)

ED 373 878 PS 022 552

Field Hearing on H.R. 6: Elementary and Secondary Education Act Reauthorization. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Houston, TX, May 14, 1993).
PUB DATE- 94
NOTE- 42p.; Serial No. 103-46.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Educational Attitudes; Elementary School Teachers; *Elementary Secondary Education; *Federal Aid; *Federal Legislation; Hearings; Program Improvement; State Officials; Superintendents
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act; Reauthorization Legislation; Texas

These hearing transcripts present testimony concerning the reauthorization of the Elementary and Secondary Education Act (ESEA), which since 1965 has provided the bulk of federal aid to elementary and secondary schools and related programs. Much of the testimony was from Texas education officials, school administrators, and teachers who voiced opinions about the efficacy of specific programs and activities funded by the ESEA, particularly those items that they would like to see expanded or improved. Testimony was heard from: (1) Representative Gene Green; (2) the deputy director of education policy in the governor's office; (3) the executive deputy

30-June 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Art Education; Classroom Environment; *Classroom Techniques; Discovery Learning; Early Childhood Education; Educational Cooperation; Educational Objectives; Parent Participation; *Professional Development; Student Centered Curriculum; *Teacher Attitudes; *Teaching Methods; Time Management
IDENTIFIERS- Italy (Reggio Emilia); Missouri (Saint Louis)

Fifty teachers from the St. Louis, Missouri area have been involved in a project to bring the development strategies used by the Reggio Emilia preschools in Italy to the United States. Their experiences suggest that teachers need to adopt professional development plans that identify goals, select methods of support to achieve these goals, plan for data collection to examine progress towards the goals, and identify additional resource needs. The teachers have found that the Reggio Emilia approach forces teachers to examine their own attitudes toward the classroom environment, the use of time in the classroom, and their involvement in children's learning. They have also found that Reggio Emilia-style classrooms are noisier, operate at a slower and more child-centered pace, encourage discovery learning, and allow children to reflect on their own learning. American teachers utilizing the Reggio Emilia approach have found that it is important for teachers to: (1) approach old class activities in new ways; (2) explore various representational media; (3) plan for emergent curriculum; (4) make better use of class and planning time; (5) engage in meaningful collaboration, sharing, and criticism of ideas and techniques; and (6) support parent involvement. Guidelines for Identifying Goals for 1993-94 and a Professional Development Plan form are included. (MDM)

ED 373 897 PS 022 629

Schmidt, Patricia R.
Cultural Conflict and Struggle: Working and Playing in Learning Centers.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Bilingual Students; Cambodians; Case Studies; Cultural Differences; *Ethnic Bias; Ethnography; *Interaction; Kindergarten; *Kindergarten Children; *Learning Centers (Classroom); *Peer Relationship; Primary Education; Program Improvement; Student Attitudes; Student Behavior; Vietnamese People
IDENTIFIERS- Indian Americans

This ethnographic study examined two bilingual, ethnic-minority children in a developmentally appropriate kindergarten to discover how they worked and played in learning centers. A Vietnamese-Cambodian-American girl and an Indian-American boy were observed two to three times per week throughout the school year. The two children's interactions with other, mainly European-American, students were observed as the children

listed. (HTH)

ED 373 916 PS 022 692

Treppte, Carmen
Planteamientos multiculturales en la educacion: una experiencia alemana. Studies and Evaluation Papers 14. (Multicultural Approaches in Education: A German Experience. Studies and Evaluation Papers 11).
PUB DATE- Jul 94
NOTE- 28p.; For English version, see ED 357 874. This paper is based on a speech presented at a conference held by the European Forum for Child Welfare (Hamburg, Germany, April 1992).
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Cultural Context; *Cultural Differences; Educational Facilities; Ethnic Groups; Ethnic Relations; Foreign Countries; *Minority Groups; *Mothers; *Multicultural Education; Parent Participation; *Preschool Children; Preschool Education; Social Integration
IDENTIFIERS- Germany; *Turks

This paper describes the development of Turkish Children and Mothers, a project designed to help 5-year-old preschoolers in the Ruhr Valley of Germany develop linguistic, motor, cognitive, and social abilities. The paper also describes various aspects of the project, including those that relate to maternal involvement, educational facilities, the needs of project participants, and cultural factors that should be considered when serving the ethnic Turkish minority that is adapting to German culture. Focusing on issues that arise from learning in a multicultural context, this paper provides numerous brief anecdotes to illustrate how cultural obstacles can be overcome. Contains 49 marginal notes citing one or more references. (HTH)

ED 373 917 PS 022 694

Phillips, Carol Brunson, Ed.
Fundamentos para Asociados en Desarrollo Infantil quienes trabajan con Ninos Pequenos (Essentials for Child Development Associates Working with Young Children).
PUB DATE- 91
NOTE- 563p.; For English version, see ED 365 411.
LANGUAGE- Spanish
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Autoinstructional Aids; *Child Caregivers; Child Development; Early Childhood Education; Higher Education; *Preschool Teachers; Programmed Instructional Materials; Study Guides; Teacher Education; Workbooks
IDENTIFIERS- CDA; CDA Credential; *Child Development Associate

A study guide for the Child Development Associate (CDA) Professional Preparation Program, this Spanish-language guidebook contains essential information on the basics of good professional practice for early childhood educators. It includes self-study activities, checklists, and resources for additional information. Unit 1 provides an overview of the early childhood teaching profession. The basics of child development are covered in unit 2, while unit 3 offers advice on providing a safe, healthy learning environment. Unit 4 discusses ways to support children's social and emotional learning outcomes; (2) learning needs of particular student groups; (3) participation of rural students in tertiary educational institutions and professional occupations as compared to their urban counterparts; (4) student and parent attitudes concerning the use of technology in reducing educational isolation; and (5) professional development needs of teachers. Contains 32 references. (LP)

ED 373 934 RC 019 705

Kearney, James M.
The Advantages of Small Rural Schools. Final Report to the Idaho Rural School Association.
PUB DATE- 8 Feb 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Consolidated Schools; *Educational Change; Elementary Secondary Education; Rural Education; *Rural Schools; Rural Urban Differences; School Community Relationship; *School Size; *Small Schools; Student Participation; Teacher Student Relationship
IDENTIFIERS- *Idaho

This report examines the results and conclusions of recent research on small and rural schools, and attempts to frame current debates over educational adequacy and financial equity in Idaho's rural school districts. Section I reports findings of recent research on school size and emphasizes the benefits of (typically rural) small schools. Most research focuses on effects of secondary school size in terms of curriculum offerings, student involvement and attitudes, interpersonal relations, administration, and student achievement. Section II describes the characteristics of rural education, emphasizing that community involvement and close interpersonal relations among teachers, parents, students, and administrators may offset financial and enrollment limitations. Section III analyzes data from Idaho high schools. Results do not show the large deficits in rural education that many expect. Mean differences in achievement were not evident between schools of various sizes. Section IV briefly describes the ongoing movement toward school consolidation and addresses common arguments in favor of school consolidation in the context of rural schools and education reform efforts. Appendices contain statistical data and raw data from Idaho high schools. Contains 56 references. (KS)

ED 373 935 RC 019 706

Public Law 101-301: Implementation Procedures Informational Brochure.
PUB DATE- Sep 93
NOTE- 104p.; Compiled by the Office of Indian Education Programs, Albuquerque Field Office. Some pages have filled in type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; Budgeting; Educational

Cuentos Hispanos de los Estados Unidos (Hispanic Stories of the United States).
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 94
NOTE- 242p.; Funding also received from the Lila Wallace-Reader's Digest Fund.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Authors; Cubans; Cultural Interrelationships; Higher Education; Hispanic American Culture; *Hispanic American Literature; Hispanic Americans; Immigrants; *Literary Criticism; Mexican Americans; Migrant Workers; Puerto Ricans; Secondary Education; *Short Stories; *Spanish Speaking

This anthology of 21 short stories is intended for Spanish-speaking students of Spanish, other students in intermediate and advanced Spanish-language courses, and students commencing study of the Hispanic literature of the United States. Twelve of the 15 authors are, by birth or descent, of Mexican, Cuban, or Puerto Rican origin. Eight were born and raised in the United States, and their stories--about childhood, school, the neighborhood, experiences of migrant farmworkers--offer characters, experiences, and language familiar to many Hispanic students. Other stories provide perspectives on the experiences of Hispanic immigrants and exiles in the United States. The stories are arranged in order of increasing complexity of language, style, or theme. Profiles of the authors include their comments about their lives, their work, the significance to them of continuing to write in Spanish, and the place of Hispanic literature and culture in the national culture. The editor provides an introduction to the analysis of short fiction, illustrating the elements of fiction and literary techniques with examples taken from the stories anthologized. Each story contains a glossary, questions, and themes for discussion and written composition. The authors are Angela McEwan-Alvarado, Lydia Velez-Roman, Rosaura Sanchez, Juan Armando Epple, Alfredo Villanueva-Collado, Tomas Rivera, Luis F. Gonzalez-Cruz, Andres Berger, Rolando Hinojosa, Roberto Fernandez, Sabine R. Ulibarri, Roberta Fernandez, Pablo La Rosa, Rima de Vallbona, and Elias Miguel Munoz. (SV)

ED 373 954   RC 019 795

"Looking the Dragon in the Eye: School Consolidation Pros & Cons." Conference Summary and Resource Guide: Annual Rural Education Conference (16th, Dillon, Montana, June 22-24, 1994).
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Conferences; *Consolidated Schools; *Educational Change; Educational Cooperation; Elementary Secondary Education; Higher Education; *Politics of Education; Rural Schools; School Community Relationship; *School District Reorganization; School Districts; State School District Relationship
IDENTIFIERS- *Montana

This document summarizes presentations and discussions on school consolidation that took place at the 1994 Rural Education Conference held at Western Montana College. The summaries cover procedures, and recommendations for program improvement. Also included in this document are: (1) a current draft outline of the National Science Standards of the National Research Council; (2) excerpts from the current draft of the Ohio Science Standards; (3) a speech entitled "Postmodern Science and the Responsible Citizen in a Knowledge-Intensive Era" by Paul DeHart Hurd; and (4) an article from The Science Teacher entitled "Biological and Earth Systems Science," which provides a closer look at the BESS program. (ZWH)

ED 373 976 SE 054 622

Devine, Marion; And Others
Patterns of Attainment in Standard Grade Mathematics 3-6. Interchange No. 21.
PUB DATE- 94
NOTE- 13p.; For the full report, see SE 054 373.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; High Schools; *High School Students; Instructional Materials; *Low Achievement; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Textbooks
IDENTIFIERS- Scotland

The interchange series of documents aims to improve the Research and Intelligence Unit's dissemination of the findings of research funded by the Scottish Office Education Department. In 1991 this department commissioned the Scottish Council for Research in Education to investigate the performance in Standard Grade mathematics of those candidates who were judged to be average to below average and to identify changes which might lead to improvements in the teaching of basic competencies in mathematics. This document reports the results of studying the classroom work and examination scripts of over 600 average and low-attaining secondary school candidates earning overall grades of 3 to 7 in two areas: (a) knowledge and understanding, and (b) reasoning and applications. A study of test scores indicates that performance in mathematics peaked at a grade of 5 and the criteria that were most important in differentiating between grade 4 and grade 5 performances were the abilities to handle symbols, generalize, and solve problems. Study of classroom work and teacher profiles of students, teaching materials, and support from teachers showed: (1) Teachers use a wide range of texts, not all of which are especially written for Standard Grade mathematics; (2) Teachers are often over-supportive of lower-attaining pupils; and (3) Lowest-attaining pupils are introduced to a very limited range of mathematics. Implications for teachers of low to average students are discussed. (MKR)

ED 373 977 SE 054 646

Fluellen, Jerry
Third Millennium Mathematics.
PUB DATE- 18 Jun 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Critical Thinking; Grade 5; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; *Metacognition; *Thematic Approach; *Thinking

objectives, activity summary, grade level, materials, instructions, and teacher reproducible worksheets. Teacher background materials include information on Smokey Bear's story, forest fire, the forest as habitat, protecting habitats, and a list of 14 additional resources. A poster and puzzle accompany the learning kit. (LZ)

ED 374 000 SE 054 823

Hazardous Waste and You. A Teacher's Guide.
PUB DATE- 88
NOTE- 107p.; Light type throughout.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Environment; Environmental Education; Foreign Countries; *Hazardous Materials; High Schools; Lesson Plans; Resource Units; *Social Responsibility; *Waste Disposal; *Wastes
IDENTIFIERS- *Environmental Action; Ontario

This teaching guide provides an interactive introduction to hazardous waste, with particular emphasis on personal responsibility and action. Nine lessons engage advanced grade 10 and grade 11-12 science students in group discussions and actions that help them develop awareness of hazardous waste, understanding of the hazardous waste situation in Ontario, Canada, and opportunities for taking personal action. Students are encouraged to develop skills in classifying, recording information, and classroom discussion. Lessons contain goals, activities, and suggested teaching strategies. Students conduct surveys, research projects, presentations, games, and action plans. A resource section contains reproducible worksheets, survey forms, and fact sheets. Two appendices provide annotated references for 54 books, and 49 audio-visual aids. The teaching guide is accompanied by a guide to hazardous waste terminology, and a booklet and "Enviro-Dial" that suggest alternatives to the use of common household hazardous wastes. (LZ)

ED 374 001 SE 054 827

Kay, Richard
Idaho K-12 Science Content Guide and Framework.
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; *Elementary School Science; Elementary Secondary Education; *Science Curriculum; *Science Education; *Secondary School Science; State Curriculum Guides; *State Standards
IDENTIFIERS- *Idaho

A suggested common core of understandings relating to what students in Idaho should know and be able to do in science is presented. The intent of this framework is to provide information which supports educational equity, recognizes the cultural and historical effects on science, and promotes excellence for all students. The following sections are included: (1) Major Shifts in Emphasis for Current Programs; (2) Definitions; (3) A Vision for Science Education in Idaho;

Voices: "The Books of the Polish Nation" by national poet Adam Mickiewicz, "Poem for Adults" (Adam Wazyk), "If You Insist of Screaming Do It Quietly" and "Write Legibly" (Stanislaw Baranczak) and "Report from the Besieged City" (Zbignew Herbert); (5) Change is Comprised of five articles dealing with the internal forces that make change possible: "A Negotiated Settlement" (Jackson Diehl, "The Polish Kakeidoscope of 1989," in "Captive Minds: A Journal of Information and Opinion on Eastern Europe," "The Age of Solidarity" (Adrian Karatnycky), "Missing the Vote" (Maria Balinska), and "Polish Politics: Walesa Runs for President (Adrian Karatnycky). Contains 28 references. (DK)

ED 374 023   SO 023 315

Czechoslovakia. A Selection of Teaching Materials.
PUB DATE- 90
NOTE- 40p.; For related item, see SO 023 314.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communism; *Democracy; *European History; Foreign Countries; *History Instruction; Instructional Materials; Maps; Secondary Education; Social Change; Social Studies
IDENTIFIERS- *Czechoslovakia; Havel (Vaclav)

This document is a collection of supplemental classroom materials on Czechoslovakia to be photocopies for use in secondary schools in conjunction with the Education for Democracy Project. After decades of Soviet domination and communist dictatorship, Eastern European countries are demanding democracy, human rights, and an end to the Soviet Union's military presence. The democratic revolution in Eastern Europe can serve to help students gain a greater appreciation of and interest in the subject of history, and attain a deeper understanding of the ideas and principles of democracy. This collection of materials offers an historical framework for considering current events, but is focused on the events, ideas, issues, and personalities that have propelled Czechoslovakia's successful democracy movement. A timeline, maps and a college of historic headlines are included to give a basic historical context. A vocabulary for junior high classes or classes with little or no previous exposure to international studies, editorial cartoons, and a resource guide are also included. An update of the timeline contains two entries from 1990 and two from 1991. Sections include: (1) The Establishment of the Communist State; (2) Reform and Reaction; (3) Voices, which is a collection of excerpts from creative writings by various novelists and playwrights; (4) Documents of Dissent; (5) On Change, which is "comprised a various newspaper articles; and (6) a biography of Vaclav Havel. (Author/DK)

ED 374 024   SO 023 592

Stewart, Carolyn; Cook, Mary
Voting in Maine.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom

Instructional Materials; *Social Studies; United States History
IDENTIFIERS- *United States (Plains States)

This book is comprised of seven annotated regional resource guides to selected print and nonprint materials for grades K-8. Each regional bibliography is divided into state sections identifying materials that relate to the history, culture, geography, resources, industries, literature and lore, and famous figures of the states in the region. This volume concentrates on the Plains states. The materials included offer young people a deeper understanding of the histories and contemporary cultures of Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota. Functioning as a selection tool for reader guidance, this volume identifies approximately 100 items that are set in or focus on each of the states commonly associated with the Great Plains. Quality children's literature set in or about Iowa is numerous. Sources of Iowa folklore and legends, however, are few. Information of farming and farm life in Iowa is particularly strong, but little has been written for children on Iowa and the arts. While there exists a wide range of historical fiction materials about Kansas, this state is sometimes depicted in the literature only in relation to plagues of grasshoppers and numerous tornadoes. Contemporary fiction about Kansas for all age audiences is particularly weak. There are many literary greats associated with Missouri, but very little contemporary fiction for children is set in Missouri. An interesting selection of materials makes up the available children's literature on the state of Nebraska. Historical resources are numerous but information on contemporary Nebraska is harder to locate for younger audiences. Numerous quality materials on Native Americans are included for North Dakota. Frontier and pioneer life on the plains is the dominant theme of historical literature on South Dakota. (DK)

ED 374 043   SO 024 354

Wiske, Martha Stone; Graham, Maryemma
The Great Migration 1900-1939: Enriching the Humanities through the Study of African-American History.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 93
NOTE- 67p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Black History; *Blacks; Demography; Higher Education; History Instruction; Institutes (Training Programs); Migration Patterns; Research Projects; *Rural to Urban Migration; Teacher Education; United States History
IDENTIFIERS- *African Americans

This document reports on the "Great Migration" project at Harvard University that brought together scholars and teachers to study the roots, processes, and results of African Americans' urban migration during the period from 1900-1939. The primary purpose of the project was to enhance teachers' scholarly understanding of this aspect of U.S. history. Ultimately, it enriched the current interpretation of history and the humanities in the public schools by broadening and deepening teachers' knowledge of the history of African Americans. The major activity of the project was a 4-week institute in July 1992, which brought together 30 public school teachers for intensive study and research. The teachers returned to their schools the following

Resource Book for Teachers for Use With, "...Into Your Hands His Life and Liberty..." A Collection of Significant Cases from the Rhode Island Courts.
SPONS. AGENCY- Rhode Island Bar Association, Providence.
PUB DATE- 94
NOTE- 42p.; For related materials, see SO 024 491-493.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Civil Liberties; Civil Rights; Constitutional Law; *Court Litigation; Criminal Law; Due Process; Higher Education; Instructional Materials; *Law Related Education; Resource Materials; Resource Units; Secondary Education; Social Studies
IDENTIFIERS- *Rhode Island

Designed for use with the student text, "Into Your Hands His Life and Liberty. A Collection of Significant Cases from the Rhode Island Courts," this teachers' guide presents activities, lesson strategies, related activities, court decisions, and additional questions. The cases, dating from Roger Williams to the 1970s, examine religious freedom, personal freedom, treason, robbery, murder, and drug possession. A Rhode Island legal time line, a listing of further resources and places, and reminiscences from the Rhode Island Bar Association conclude the guide. (RJC)

ED 374 063 SO 024 493

Leonard, Donald E.
Your Court. How the Rhode Island Judiciary System Works. First Edition and Teacher's Resource Book.
SPONS. AGENCY- Department of Education, Washington, DC.; Rhode Island Bar Association, Providence.
PUB DATE- 92
NOTE- 81p.; For related materials, see SO 024 491-492.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Civil Liberties; Civil Rights; Constitutional Law; Court Judges; Court Role; Criminal Law; Due Process; Intermediate Grades; Junior High Schools; Juries; *Law Related Education; Middle Schools; Sentencing; Social Studies; *State Courts
IDENTIFIERS- *Rhode Island

The first part of this document, designed for middle school students, describes the Rhode Island court system. A history of the court in Rhode Island, an explanation of courts and their jurisdictions, the jury, appointment and duties of judges, court personnel, and sentencing are explained. An appendix outlines the rights of crime victims, the accused and defendants, and those found guilty. The second part of the document is designed for middle school teachers and contains a collection of sample lessons, graphics, and class activities for use with the student text, "Your Court." It includes a glossary of legal terms, activities to help students learn about the Rhode Island courts, and suggestions for additional resources. (RJC)

ED 374 064 SO 024 498

thinking. This training module is designed for hotel housekeeping staff, and focuses on provision and improvement of customer service. The curriculum consists of five instructional units on these topics: the importance of service; polite versus direct speech; body language and nonverbal communication; cultural factors in appearance; and time factors in service. Each unit contains preparatory questions and exercises using listening, speaking, reading, and writing skills. The listening script and answer key are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 610 FL 800 815

Project EXCEL: Holiday--Union Square, Housekeeping Department. English for Room Cleaners, Module 1.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Chinese; *Cleaning; Communication Skills; Course Content; Hospitality Occupations; *Hotels; *Housekeepers; Instructional Materials; Interpersonal Communication; Limited English Speaking; *Literacy Education; Organizational Communication; Problem Solving; Pronunciation Instruction; Skill Development; Social Behavior; Vocabulary Development; Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module is designed for hotel room cleaners in one participating hotel. An introductory section gives an overview of the curriculum and offers suggestions for classroom presentation. The curriculum consists of five instructional units on these topics: furnishings and arrangement in the hotel room; reporting problems and requests; appropriate and inappropriate behavior in the hotel room; describing actions; and accent reduction for Chinese-speaking workers. Each unit contains vocabulary lists and exercises using listening, speaking, reading, and writing skills. The listening script and answer key are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 611 FL 800 817

Gillespie, Marilyn K.
Native Language Literacy Instruction for Adults: Patterns, Issues, & Promises. Issues in ESL Literacy Education 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

*Guides; *Higher Education; *Information Dissemination; Information Management; Information Seeking; Information Services; Information Sources; Information Utilization; Institutional Characteristics; Institutional Research; Selective Dissemination of Information; Surveys; User Needs (Information); Users (Information)

IDENTIFIERS- *AIR Forum; *University of California Berkeley

In response to rapidly escalating survey response requests from publishers of college guides and magazine rating features, institutional researchers at the University of California at Berkeley (UC Berkeley) developed a standard response form. In fact, the extensive research and level of detail that many surveys request require significant effort on the part of the institution. That effort, it is argued, actually subsidizes the college guide publication industry as much of the information is sold commercially in database format and not used in guidebooks. The UC Berkeley prototype response consists of two documents: A "Fact Sheet" and a "Publication List." The Fact Sheet provides basic information on the campus such as enrollment, faculty size, admissions policies, library holdings, and includes only items, that are common to several surveys and published in guidebooks; and of actual value to parents and students looking for colleges. The Publications List outlines a set of standard campus publication and national data collection reports that provide more detailed information on various programs and issues. This basic set of information is provided to all guide publishers on request. (Includes a copy of the standard response form and a list of variables for the response form.) (Author/JB)

ED 373 629 HE 027 615

Allen, Dave

The Iliad and the Odyssey of Student Attrition. AIR 1994 Annual Forum Paper.

PUB DATE- 30 May 94

NOTE- 41p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; *Dropouts; Environmental Influences; Family Attitudes; Higher Education; Models; *School Holding Power; Social Influences; Student Motivation; *Transfer Students

IDENTIFIERS- *AIR Forum; *Angelo State University TX

This paper uses the analogies of the Iliad and the Odyssey to examine different types of college student withdrawal behavior in the context of a study an integrated model of student retention at Angelo State University (ASU) in Texas. The study selected 824 first time freshmen of whom 343 responded to the mailed ASU Freshman Experiences survey. Persistence behavior data were collected from institutional transcripts. Exploratory factor analysis was applied to the data and interpreted in terms of Tinto's Student Integration Model and Bean's Student Attrition Model. Results found three characteristics distinguished persisters from dropouts and from transfer students: (1) greater encouragement from family, (2) better academic performance, and (3) greater commitment to the institution. Encouragement from family was the most significant of these factors. Neither social integration, academic

6,655 students at 35 two-year public colleges in 16 states who were administered the ACT College Outcomes Survey. Results indicated that students perceive large differences in the importance of the 26 selected college outcomes examined in the study. Similarly, their reported progress at the college varied considerably among the 26 outcomes areas. In general, students' average "Importance Scale" ratings were somewhat higher than their "Progress Scale" ratings, suggesting that they felt a need to make additional progress toward achieving their goals. Large differences in the average progress and importance ratings were observed among various subgroups of students based on gender, area of study, GPA, and hours of employment. These findings suggest that many background and demographic factors influence students' perceptions of their goals and their progress toward achieving these goals. (Contains 32 references.) (JDD)

ED 373 648 HE 027 634

Kowarsky, Judy
Is There a Place for Every Eligible Student in California Public Higher Education? AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Admission; College Applicants; College Bound Students; College Entrance Examinations; College Preparation; *Eligibility; Enrollment Projections; Enrollment Trends; *Ethnic Groups; Grade Point Average; Higher Education; *High School Graduates; Latin Americans; Public Colleges; School Demography; *Trend Analysis
IDENTIFIERS- *AIR Forum; *California; California State University; University of California

High school transcripts and standardized college entrance examination test score results from approximately 6 percent of California's 1990 public high school graduates (n=13,641) were evaluated by University of California (UC) and California State University (CSU) college admissions officers as if they were records submitted by actual freshman applicants. Eligibility for college admission was defined as passing a proscribed series of college preparatory courses and meeting a minimum grade point average and minimum college entrance examination score. (UC also allows eligibility by test scores alone.) Results showed that eligibility rates among California public high school graduates have improved, with CSU eligibility rates changing from 27.5 percent in 1986 to 34.6 percent in 1990 and UC eligibility rates increasing from 9.1 percent in 1986 to 12.4 percent in 1990. Over the same time period, grade point average improved for all ethnic groups except Latinos. A broader sector of the population is gravitating toward a college preparatory curriculum and meeting eligibility requirements. Assuming that eligibility rates remain constant, larger high school graduating classes by the year 2006 may generate close to 11,000 more UC eligible students. Enrollment projection models that carefully gauge each ethnic group's eligibility rate as well as their propensity to enroll are needed. Policy implications are discussed. (JDD)

ED 373 649 HE 027 635

sections examined: the "classic" model of peer review as used in research; variations in current practice as revealed in this study; and problems of peer review and implications for further research. Four appendixes list the 19 agencies that participated in the study and provide a description of 3 of the agencies: Deutsche Forschungsgemeinschaft (Germany), Comite National D'Evaluation (France), and the National Architectural Accrediting Agency (United States). Descriptions of other publications available from the Quality Support Centre are also included. Contains 11 references. (MDM)

ED 373 667 HE 027 653

Trow, Martin; Clark, Paul
Managerialism and the Academic Profession: Quality and Control. Higher Education Report No. 2.
PUB DATE- May 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Educational Policy; *Educational Quality; *Evaluation Methods; Foreign Countries; *Government Role; *Higher Education; Institutional Autonomy; *Institutional Evaluation; Politics of Education; Program Evaluation; Quality Control; Universities
IDENTIFIERS- *England

This publication consists of an essay entitled "Managerialism and the Academic Profession: The Case of England," by Martin Trow, along with a commentary on the essay by Paul Clark. Trow argues that over the past decade British higher education has undergone a more profound reorientation than any other system among industrial societies. Conservative governments since 1979 have utilized "managerialism" to more directly control universities, linking funding to outside assessments of research and teaching quality. This has weakened the autonomy of British universities and led to mistrust between the government and educators. The essay concludes that valid assessment of teaching and research can only be accomplished by the universities themselves. Clark's commentary questions many of the assertions made in Trow's essay, maintaining that the current system of research and teaching assessment was created with the input of the universities and that the assessment committees are largely composed of academics from the universities. (MDM)

ED 373 668 HE 027 654

A Guide to the Changes in Higher Education.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Colleges; *Educational Assessment; *Educational Change; *Educational Quality; Federal Legislation; Foreign Countries; *Higher Education; *Institutional Evaluation; Organizational Change; Quality Control; Teacher Effectiveness; Universities
IDENTIFIERS- Europe; *Further and Higher Educ Act 1992 (Great Britain); Higher Education Quality Council (United Kingdom); Polytechnics; *United Kingdom

satisfy ISO 9000 standards requires extensive documentation of processes and procedures, and the technical writer will play a key role in writing process and procedure documentation and in creating and teaching areas of product and process documentation. The technical writer may work in conjunction with management to prepare a strategic plan for obtaining ISO 9000 certification, develop quality standards for documentation, define what information is needed from colleagues and gather it into ISO 9000 standards format, prepare visual aids and materials for training presentations, assist in training employees in proper inspections and documentation, prepare a Quality Manual, participate in internal audits of documentation procedures, respond to the official registration audit, and review and revise written policies and procedures as needed. Competencies of a technical writer include writing ability, interpersonal skills, critical thinking skills, and research skills. (Contains 15 references.) (JDD)

ED 373 686 HE 027 682

Julian, Kerry E.; Peterson, Roger A.
"Will the US Take Mexico for Granted Too?": Pointers on Doing Business with Our New NAFTA Neighbor.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; *Business Communication; *Cross Cultural Training; Cultural Awareness; *Cultural Differences; Economic Factors; Foreign Countries; Foreign Culture; International Communication; *International Trade
IDENTIFIERS- *Mexico

This paper reviews the conduct of United States-based businesses and their executives in foreign countries, and views Americans as ill-prepared to integrate their business with Mexican culture. The economic importance of Mexico is analyzed in view of the North American Free Trade Agreement (NAFTA), and expansion of Japanese and European companies in this area is noted. An overview of Mexican culture is then presented, to help American firms and their executives avoid problems and maximize their chances for success. It discusses the roles of men and women, the Mexican home, education, sports, family names, social invitations and their importance, humor, time, friendship and affection, the work week, individuality versus individualism, giving commands, nonverbal communication, when yes means no, and exchanging pleasantries. Anxieties about working with Mexico, such as government corruption and Mexico's precarious financial situation, are dispelled as obsolete. Seven recommendations are offered to American companies intending to enter the Mexican market. (Contains 15 references.) (JDD)

ED 373 687 HE 027 683

Nienhaus, Brian

instructional settings. As a result, motivating instruction for adult learners should be designed with special considerations. This paper uses an adult motivational instructional design model to demonstrate the application of prescribed strategies into instructional software designed to teach basic statistics concepts. The ARCS (attention, relevance, confidence, and satisfaction) model for designing motivational strategies is described. For each category, an example is given for incorporating these motivational strategies into computer-based instruction programs. The implications and applications of motivating design of instruction for adults are also discussed. (Contains 20 references.) (Author/JLB)

ED 373 705 IR 016 715

Carter, Melissa; And Others
Improving the Effectiveness of Professional Education: Learning Managerial Accounting via a Complex Case.
SPONS. AGENCY- Dow Chemical Corp., Midland, MI.; Indiana Univ., Bloomington.
PUB DATE- 94
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; Business Administration Education; *Case Studies; College Students; *Experiential Learning; Higher Education; Instructional Effectiveness; Manufacturing; Problem Solving; Student Attitudes; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Complex Concepts

To give students more experience with real situations, many professional schools use case studies in their courses. Creating complex cases, case experiences that immerse students in complex problems, rather than mere case studies that require armchair analysis should help students gain better and more integrated knowledge. Designing, implementing, and learning from complex cases are examined; and an example of a complex case is described. Through complex cases, students should increase their experience with, and ability to see the interconnectedness of, concepts and examples. A professor at the School of Business at Indiana University developed the Automotive Armature (AA) case about a manufacturing company experiencing a variety of financial difficulties and operational problems. AA did not present information in a distilled and neatly organized manner but was designed to be highly authentic. Experiences of 250 students in and MBA (Master of Business Administration) program illustrate the usefulness of the complex case and the favorable reaction of students. Professors generally reacted favorably to the exercise, offering suggestions for improvement, especially in integrating recommendations. (Contains 18 references.) (SLD)

ED 373 706 IR 016 716

Cates, Ward Mitchell
Designing Hypermedia Is Hell: Metaphor's Role in Instructional Design.
PUB DATE- 94
NOTE- 15p.; In: Proceedings of Selected Research and Development

intellectual skill) as the independent variables. Dependent variables were achievement and student behaviors. Students in the treatment groups (combinations of organizers and practice) received instructional television lessons with workbook activities. Helping and on-task individual and group behaviors were observed. The type of practice had a significant effect on performance, with those receiving skills practice performing better than those receiving information practice. Practice alone did not influence knowledge acquisition, but it was influenced by a combination of practice and orienting activity, with students receiving information practice and objectives outperforming all subjects on the knowledge section of the posttest. Orienting activity and type of practice also influenced student behaviors. Implications for instructional technologists are discussed. (Contains 15 references.) (SLD)

ED 373 724 IR 016 734

Knupfer, Nancy Nelson; And Others
Design and Development of Hypermediated, Videodisc Inservice Training for Rural Social Workers.
PUB DATE- 94
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Welfare; Computer Assisted Instruction; Delivery Systems; *Hypermedia; Inservice Education; Interaction; Interactive Video; Multimedia Instruction; Needs Assessment; *Rural Areas; *Social Workers; State Programs; Supervisors; Training Methods; *Videodisks
IDENTIFIERS- Focus Groups Approach; *Kansas; Multimedia Materials; Training Needs

The Kansas State Department of Social and Rehabilitative Services contracted with the Kansas State University Social Work and Special Education programs to develop a series of training modules for child welfare workers that would emphasize training needs of workers in rural parts of the state. This article describes the needs assessment process, which included workers themselves as a primary source of knowledge about their needs, and addresses the training plan. Subjects were approximately 75 supervisors and 495 social workers in Kansas who met in focus groups to determine training priorities and delivery issues. Data indicated a strong preference for interactive training that stressed variety. The videotape and workbook of the state's basic training format was considered a helpful way to deliver information. High priority needs were identified, and units of study were defined. Project directors chose a multimedia training with videodisc, computer, and paper-based materials. Content area specialists are involved in learning about the media and how to use them effectively. The use of interactive videodisc-based instruction holds promise for delivering effective training. One table summarizes group responses. (Contains 4 references.) (SLD)

ED 373 725 IR 016 735

Knupfer, Nancy Nelson; Zollman, Dean
Using DVI To Teach Physics: Making the Abstract More Concrete.

The model follows a three-phase process from initiation and preparation, through design and development to implementation and documentation. The researchers collected and analyzed documents, studied videotapes of the school's Renovation Committee, and interviewed committee members (six parents and six teachers). Although the three proposed phases of the model were retained, modifications were proposed for the initiation and preparation phase to increase assessment of the readiness of the community, better understand the current context, create a more stable membership and develop knowledge bases of members, and develop the design culture. The proposed additions must be tested in other school contexts to see if they are beneficial and worth retaining. (Contains 30 references.) (SLD)

ED 373 743 IR 016 753

Nelson, Adam; Harvey, Francis
Qualitative Evaluation of an Integrated Hypermedia Training Environment.
PUB DATE- 94
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Adults; Classification; *Computer Assisted Instruction; Data Collection; Dropout Prevention; Educational Environment; Educational Technology; *Hypermedia; *Integrated Activities; Learning; Observation; Qualitative Research; Research Needs; Teaching Methods; Time Factors (Learning); *Training Methods
IDENTIFIERS- *Cities in Schools

A qualitative study of an intensive week-long adult-training course taught with integrated hypermedia was conducted to document course implementation and to formulate questions and hypotheses about aspects of learning with hypermedia to guide future researchers. The hypermedia training was that of the Cities in Schools (CIS) Program Operations training, a management-training course for directors of CIS dropout-prevention programs. A qualitative observational data method was used, with observations recorded throughout the week-long training. Questions that further study may address are: (1) diversity of learners; (2) pairing learners; (3) introduction of participants; (4) objectives and evaluation; (5) course evaluation forms; (6) action plans; (7) trainer-developed activities; (8) supplemental learning materials; (9) entertaining activities and videos; (10) use of print resources; (11) hypermedia and trainer predilection; (12) time management; and (13) process checks. One table gives a taxonomy of the observation types. (Contains 14 references.) (SLD)

ED 373 744 IR 016 754

Nelson, Wayne A.; Smith, Randall E.
Learning How To Teach: A Computer-Based System To Enhance Teacher Reflection.
PUB DATE- 94
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology

IDENTIFIERS- Fiber Optics; Interactive Systems; *Iowa

The Iowa Communications Network (ICN), a statewide full-motion interactive fiber-optic network for distance education, is nearing completion. Few innovations have had the potential impact of the ICN. This paper describes distance education in Iowa, the ICN, the Iowa Distance Education Alliance, the distance-education research plan underway in Iowa, and the process used to encourage researchers to conduct research. The Iowa Distance Education Alliance consists of 15 regional partnerships for program development, a clearinghouse for information related to interactive telecommunications, a project-management structure, and the Teacher Education Alliance. The Teacher Education Alliance, with its other activities, is developing a comprehensive plan for research and evaluation to determine the unique contributions of the Iowa approach to distance education. The ICN is a top-down innovation that must be accepted by teachers and the public. Education about its potential and uses must be a priority, and research studies must be distributed and publicized to support the professionalization of distance education. (Contains 2 references.) (SLD)

ED 373 762 IR 016 772

Small, Ruth V.; Venkatesh, Murali

An Exploration of Closure as a Factor Influencing Group Member Satisfaction: Implications for Applications of Group Support Technology in Education.

PUB DATE- 94

NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; Computer Assisted Instruction; *Decision Making; Decision Making Skills; Educational Technology; Group Discussion; *Group Dynamics; Literature Reviews; Models; Motivation; *Satisfaction; Systems Approach

IDENTIFIERS- *Closure

Research that identifies factors that facilitate information processing and enhance performance without reducing group confidence and decision satisfaction may influence future development of groupwork systems. This paper contains a review of the literature on cognitive and motivational issues in both group decision-making and learning contexts due to their dual focus on task and process satisfaction and examines the concept of closure as a possible contributor to group member satisfaction. Next, The Cognitive Closure Model of Decision Satisfaction is presented and described. This model provides a framework for research that explores the relationships among need for closure, extent of information processing, and subjective certainty (cognitive closure), as contributing factors to decision satisfaction in group contexts. Improvement of current systems that facilitate group work used in business settings offers potential for the future development of such systems for educational applications. (Contains 37 references.) (JLB)

ED 373 763 IR 016 773

Littlejohn, Nancy; And Others
Assessment Design for Academic Libraries: Measuring Patron and Employee Satisfaction with Services and Operations.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; College Faculty; *College Libraries; *Evaluation Methods; Higher Education; *Job Satisfaction; Library Personnel; *Library Services; Questionnaires; School Community Relationship; *User Satisfaction (Information); Use Studies
IDENTIFIERS- Central Missouri State University; Student Assistants

As part of university-wide assessment activities at Central Missouri State University, a library assessment program was implemented in 1991. A task force was formed to design an assessment plan that would develop a strategy to determine effectiveness of services; client satisfaction; barriers to improved service; and employee satisfaction within the operating environment. This report summarizes the assessment components in order to identify possible methods to measure satisfaction with library services. The first component, the General Satisfaction Exit Survey, measured users' sense of satisfaction with the library visit. The second component, Survey of Community Participation, determined the level of library use among the community. Library services employees participated in the third component, a Job Satisfaction Survey, which sought to measure employee attitudes toward their jobs. The goal of the fourth component, the Faculty Use Survey, was to gather information regarding the extent of faculty involvement in the library. The fifth component, Internal Unit Assessment, examined one unit in the library each semester. The final component, the Student Assistants Exit Interview, gauged the perceptions of the work environment from former student employees. The survey instruments for each component are included. (Contains 10 references.) (JLB)

ED 373 783 IR 055 138

UNESCO CD-ROM. Prototype Evaluation Summary.
PUB DATE- Aug 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Databases; Foreign Countries; Graphs; Information Retrieval; International Organizations; Mail Surveys; *Optical Data Disks; Program Evaluation; *Program Implementation; Questionnaires; Reference Services; *User Satisfaction (Information); Use Studies
IDENTIFIERS- Prototypes; UNESCO; United States

This document reports the result of a study carried out to evaluate the installation and use of the UNESCO CD-ROM prototype. A questionnaire in English and French was sent to about 267 institutions around the world. Replies were received from 97 bodies, giving a response rate of about 36%. Almost all respondents were information professionals in charge of staff, and the sample was composed chiefly of public bodies and large organizations. Results from the survey included the following information: the UNESCO CD-ROMs are usually installed in reference rooms and available on a self-service basis;

uses of technology in those libraries. The earliest libraries were maintained for the preservation of knowledge and information. Access to the items in these collections was limited. With the growth of higher education in the late 19th century, academic libraries became information resources to their campuses and their use increased. The standard catalog card was developed to allow access to these collections. Between World War I and the 1950s, academic libraries saw the beginnings of library automation, preservation microfilming, and computers. The period from 1960 to the present has seen rapid advances in technology use in libraries. Major developments in computer technology and telecommunications changed the services libraries provided their patrons. Abstracting and indexing services, computer networks, and machine readable cataloging (MARC) all contributed to changes in the academic library. Today, new advances in information technology continue the rapid pace of change. As a result, academic libraries are in a constant state of flux. (Contains 26 references.) (JLB)

ED 373 807 JC 940 432

"Taking Women One Step Further..." Women in Technology. End of Year Report, July '93-June '94.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 7 Jul 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Females; Males; *Nontraditional Education; *Nontraditional Occupations; Program Descriptions; Program Evaluation; Questionnaires; Student Characteristics; Surveys; *Trade and Industrial Education; Two Year Colleges; *Womens Education
IDENTIFIERS- El Paso Community College TX; *Women in Technology Program TX

The primary purpose of El Paso Community College's (EPCC's) Women in Technology (WIT) Program is to recruit women into nontraditional occupations through technical/vocational education and training. Credit training areas include automotive technology, drafting, electronics, fire technology, heating/ventilation and air conditioning, and welding. Non-credit training programs include plastic technology, industrial maintenance, precision machining, sewing machine repair, material handling, and warehouse operations. During the 1993-94 fiscal year, the Upper Rio Grande Private Industry Council granted WIT a $60,689 contract to provide training to 40 women students enrolled in both credit and non-credit training programs at EPCC. The program also received financial support from Rockwell International and Teen Expo of El Paso. During 1993-94, WIT activities included 83 live presentations resulting in 1,958 contacts; 9 media presentations; 49 exhibits; 78 participatory activities; receiving 251 phone calls and information requests; and the distribution of 11,000 brochures. In addition, 18 students received referrals for child care services, 20 students received tutoring, and a survey was conducted to assess the needs of men in nontraditional courses of study. WIT has brought about increases in the enrollment of women over the past 4 years and has made modest gains in the number of graduates. Appendixes include promotional materials, advisory board meeting minutes, graphs showing WIT participant characteristics, exhibits, and therefore, among teachers to energize their work should not be difficult, and teachers should not be like the cony of Elizabethan literature who thought the trick impossible. (KP)

ED 373 825 JC 940 475

Turnage, Martha A.
Company Town Shutdown.
PUB DATE- 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Adult Basic Education; College Role; Community Change; Community Colleges; *Community Development; Community Services; *Dislocated Workers; Educationally Disadvantaged; *Education Service Centers; *High School Equivalency Programs; Labor Force Development; Outreach Programs; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Business Community Relationship; *Company Towns

Saltville, Virginia, is a former company town whose main employer, a soda ash plant, shut down on July 1, 1971. The closure of the chemical plant displaced 700 workers, and created a crisis that threatened not only the existence of the town, but of the entire region. In response, Virginia Highlands Community College (VHCC), in cooperation with the town, opened the Job Preparedness Center (JPC) in Saltville on July 19, 1971. The Center targeted the 56% of plant workers with less than a high school education, and was designed to offer individualized instruction in the basic skills of reading, communication, and mathematics -- all essential for the high school equivalency exam. The first challenge was convincing displaced workers the importance of obtaining a GED; the second was convincing them they were capable of the task. Eighteen months after opening, however, 50 GED candidates had received a diploma, and by the time the center closed in 1973, more than 300 had participated in JPC programs. Today, Saltville dreams of developing a tourism industry. Plans are underway for a paleoecological museum, theater, and arts center. Saltville has been identified as a Superfund cleanup site and remediation should be complete in 1995. As the mayor at the time of the shutdown had predicted, Saltville is better off now than if it had remained a company town. (KP)

ED 373 826 JC 940 476

Lucas, John A.; Meltesen, Cal
Longitudinal Study of Harper College Students, 1982-1992. Volume XXII, Number 11, January 1994.
PUB DATE- Jan 94
NOTE- 38p.; For the 1979-1989 study, see ED 349 044.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Graduates; College Transfer Students; Community Colleges; *Enrollment Trends; Full Time Students; *Grade Point Average; Longitudinal Studies; Outcomes of Education; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study conducted at William Rainey Harper College (Illinois) followed beginning full- and part-time traditional credit

Midwest media professionals was conducted to determine if they would hire graduates from a 2-year program. A total of 104 responses were received from 35 publishers, 29 managing editors, 29 radio station managers, 7 advertising executives, and 4 public relations specialists. Study findings included the following: (1) the skills most important to employers were writing, language, listening, and social skills; (2) the skills representing the greatest deficits among recent journalism graduates were in the areas of time management, writing, and language; and (3) 82 of 96 media professionals agreed there might be an occasion where they would hire graduates from a two-year technical program; however, 49 out of 102 respondents would prefer four-year college graduates. Journalism programs tend to have fewer students enrolled than other programs. However, if a two-year technical program were offered, addressing such issues as reporting, writing, editing, photography, ethics, advertising, broadcasting, public relations, and media law, enrollments would increase. (KP)

ED 373 843 JC 940 494

Get the Skills Your Need...
PUB DATE- Aug 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Advising; *Basic Skills; Communication Skills; Community Colleges; Course Descriptions; Language Skills; Mathematics; *Minimum Competencies; Minimum Competency Testing; *Prerequisites; Program Guides; *Required Courses; *Student Placement; Study Skills; Thinking Skills; Two Year Colleges; Writing Skills
IDENTIFIERS- *Vincennes University IN

Compiled to assist advisors at Vincennes University (VU), a two-year college in Indiana, as well as high school counselors and prospective students, this book provides information on placement at VU and entry-level skills needed for success in specific programs, majors, or courses. A brief introduction describes the objectives of the skills guide project and reviews the methods in which the skills were identified and "protected" courses (i.e., courses with pre- and co-requisites for enrollment) were established. The information provided on placement includes a list of basic learning, communication, vocabulary, comprehension, English, and mathematics skills competencies; a placement chart for reading, English, and mathematics based on various placement test scores; and a guide to pre- and co-requisites for protected courses. The bulk of the book consists of descriptions of 73 courses in the departmental areas of social sciences, business, health occupations, public service, humanities, physical education, science and math, and technology. For each course the following information is provided: (1) the course title and catalog number; (2) a brief course summary; (3) minimum requirements, including status as protected or non-protected course and any pre- or co-requisites; (4) recommended high school-level background courses; and (5) detailed entry level skills and abilities in the areas of mathematics, English, reading, thinking, study, and communication skills. (KP)

ED 373 844 JC 940 495

gains than children in child focused programs; and (5) more educationally supportive home environments are reported among the participants in family literacy programs. (TJQ)

ED 373 860 PS 022 283

Baker, Paula C.; And Others
NLSY Child Handbook: A Guide to the 1986-1990 National Longitudinal Survey of Youth Child Data. Revised Edition.
SPONS. AGENCY- Bureau of Labor Statistics (DOL), Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Oct 93
NOTE- 620p.; For related documents, see ED 266 350, EJ 434 866, EJ 438 213, and EJ 440 714.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Behavior Problems; *Children; Cognitive Development; Data Analysis; Demography; Family Environment; *Longitudinal Studies; Mothers; Motor Development; *National Surveys; Personality; Social Development; *Statistical Data; Statistical Surveys
IDENTIFIERS- *National Longitudinal Survey of Youth

This handbook is a guide and reference document for those researching the child data files of the 1986-1990 National Longitudinal Survey of Youth, sponsored by the Bureau of Labor Statistics. It describes the child data collection procedures, the nature of the child sample, the child data files available, and the specifics of the child assessments included in the 1990 survey. Outside resource documents, internal analyses, and data caveats are also provided for each assessment. A variety of statistical materials are provided to help users decide whether data are appropriate for their research objectives. Section 1 provides an overview of the children in the survey. Section 2 gives technical information on survey design, field work, representativeness of the sample, and the data processing. Section 3 describes the mother and child sample and highlights the strengths and limitations of the data set. Section 4 describes the child data files (available on magnetic tape or CD-ROM), and the behavioral and attitudinal data available on the children and their families. Section 5 focuses on the criteria for selecting the child assessments and then describes the child data collection from 1986 through 1992. Section 6 describes the child data files, their documentation, and the primary components of the main youth documentation, along with suggestions for their access and management. Most sections include statistical tables and lists of supplemental documentation and publications. Appendices with survey instruments and tables of raw scores are included. (TM)

ED 373 861 PS 022 353

Community Schools: The Bruner Foundation's Evaluation of the New York State Community Schools Program. A Report.
PUB DATE- Dec 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

commissioner for programs and instruction, Texas Education Agency; (4) the Texas commissioner of education; (5) an official from the Texas State Board of Education; (6) two school district superintendents; and (7) a Chapter 1 educator. (MDH)

ED 373 879 PS 022 553

Brett, Catherine A.
A Program for Teaching Telecommunication Skills at the Middle School Level.
PUB DATE- Jun 93
NOTE- 113p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; Curriculum Development; Databases; Electronic Mail; *Information Technology; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Program Effectiveness; *Telecommunications
IDENTIFIERS- Information Age; *Information Superhighway; *Middle School Students

As part of a restructuring initiative to meet the curriculum needs of the "Information Age," a plan for teaching telecommunications to middle school students was developed. The resulting program, called Bulletin Board Simulator (BBS), provided a hands-on approach to teaching students the skills necessary for accessing an electronic bulletin board system or information database. This instructional method was deemed essential in maintaining a high level of interest while making the course objectives relevant and meaningful to all of the students. The success of the program was evidenced by a significant increase in the target group's scores on a communications skills assessment test, compared to the scores of the non-target group. The course objectives were easily completed by all the students who were provided with the hands-on practice, compared to only 25 percent completion of these skills by the non-target group. The target group's self assessments revealed a more positive attitude toward learning about technology as a result of the program, and most students expressed a realization that this type of learning and technical ability would have an impact on their success in the future. (Seven appendices contain the evaluation instruments, student progress chart with the course objectives, the SimBBS program, and source code.) (TJQ)

ED 373 880 PS 022 554

Hooper, Elizabeth J.
Improving Parent Involvement in a First Grade Classroom through the Use of Whole Language Activities.
PUB DATE- Feb 94
NOTE- 91p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Grade 1; Learning Activities; *Parent Participation; *Parents as Teachers; Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Program Effectiveness; *Reading Improvement; *Reading Skills; *Whole Language Approach

engaged in activities in various learning centers. These centers focused on sand and water play, school readiness, housekeeping, listening to music and stories, discovery learning, block play, writing, art, and math. Additional data were collected through interviews of the two students, their parents, and educators, along with an analysis of student work, report cards, testing information, and classroom materials. The study found that the two children did not have positive social interactions in the learning centers. The Indian-American boy was usually dominated by the other students assigned to the centers. The Vietnamese-Cambodian-American girl usually attempted to dominate, but was swiftly stopped by the other children. Results suggest the need for making kindergarten programs more responsive to the needs of ethnic-minority children. (Contains 60 references. (MDM)

ED 373 898 PS 022 632

Stare, Russell K., Ed.
Youth Smoking.
SPONS. AGENCY- Illinois State Dept. of Alcohol and Substance Abuse, Springfield.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Advertising; Age Differences; Child Health; *Community Action; Consumer Protection; *Health Education; Marketing; Mass Media Role; *Prevention; *Smoking; State Surveys; Student Behavior
IDENTIFIERS- Tobacco Industry

This issue of the newsletter "Prevention Forum" focuses on smoking among adolescents. The articles are as follows: (1) "Where There's Smoke--Will Prevention Put Out the Fire?" (Joanne Burgess), an overview of the Surgeon General's report "Preventing Tobacco Use among Young People," including interviews with prevention and anti-smoking activists; (2) "No Defenses: Keep the Smoke-Free Goal Alive" (Jackie Garner), on the economic and health effects of becoming a smoke-free society; (3) "Illinois Studying Tobacco-Use Prevention" (Barbara Cimaglio), outlining a three-pronged study of liquor stores' sale of tobacco to minors, local ordinances relating to tobacco sales and the laws' enforcement, and undercover investigations of the sale of tobacco to minors; (4) "Social, Political Action Favoring Anti-Smoking Ideals" (Joanne Burgess), highlighting tobacco taxation, public smoking restrictions, and youth access restrictions as ways of discouraging tobacco use; (5) "Dedicated Doctors Have Serious Motives behind Light-Hearted Antics," focusing on Doctors Ought to Care, a group that parodies advertising and mocks alcohol and cigarette companies; (6) "Not Just a Habit, Smoking Is Life Threatening" (Joanne Burgess), focusing on the addictive properties of cigarettes, the effects of second-hand smoke, and the health effects of smoking as teenagers. Publications reviews and announcements of upcoming events are included. (AC)

ED 373 899 PS 022 634

Hallion, Andrea M.
Strategies for Developing Multi-Age Classrooms.
PUB DATE- Mar 94
NOTE- 25p.; Paper presented at the Annual Convention of the

development. Steps to advance children's physical and intellectual competence are outlined in unit 5, and unit 6 provides keys to establishing productive relationships with families. Unit 7 offers general advice on professional responsibilities such as planning, decision-making, management, and continuing education to the new early childhood professional working with preschoolers. Unit 8 provides information on preparation for the final assessment as a Preschool CDA. Units 7 and 8 are then repeated for those CDA candidates specializing in work with infants, and toddlers, or in family day care. (HTH)

ED 373 918 PS 022 695

Vaccines for Children: Critical Issues in Design and Implementation. Report to Congressional Requesters and Vaccines for Children: Major Implementation Hurdles Remain. Testimony of Kwai-Cheung Chan, before the Subcommittee on Labor, Health, Human Services, and Education, Committee on Appropriations, United States Senate.
PUB DATE- Jul 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; *Communicable Diseases; Federal Programs; Health Facilities; *Immunization Programs; Medical Services; Program Implementation; Public Health Legislation; State Programs
IDENTIFIERS- *Centers for Disease Control GA; Vaccination; Vaccines; *Vaccines for Children Program

In response to congressional request, this report provides information on the implementation plans developed by the Center for Disease Control (CDC) for the Vaccines for Children (VFC) Program. Introductory material indicates that the VFC was created to increase vaccine coverage levels nationwide by creating an entitlement to free vaccine for VFC-eligible children and thereby reducing vaccine cost as a barrier to immunization. The next sections of the report identify tasks essential to full VFC implementation and describe a study involving: (1) a literature review on barriers to childhood immunization; (2) interviews with CDC and General Services Administration officials; (3) a telephone survey of immunization projects in 49 states and the District of Columbia to ascertain the status of implementation efforts; (4) interviews with drug industry representatives to investigate existing vaccine distribution arrangements; and (5) tours of proposed vaccine distribution facilities. The report summarizes CDC's existing plans, the key assumptions of such plans, and current progress in implementation of seven major tasks: (1) vaccine contract negotiations; (2) provider enrollment; (3) provider reimbursement; (4) order processing; (5) vaccine distribution; (6) accountability mechanisms; and (7) evaluation plans. The final sections focus on unresolved issues and comments by the Assistant Comptroller General. Data on the vaccination rates and schedules are included. Testimony before the Senate by Kwai-Cheung Chan, the director of Program Evaluation in Physical Systems Areas of the Program Evaluation and Methodology Division is included. (AC)

ED 373 919 PS 022 696

Steinschneider, Janice; And Others

Administration; *Educational Facilities; Elementary Secondary Education; *Federal Aid; Federal Legislation; Grants; *Grantsmanship; Higher Education; *School Construction; School Maintenance; Tribally Controlled Education
IDENTIFIERS- *Hawkins Stafford Act 1988

This document provides information on implementation procedures of Public Law 101-301, which amends Public Law 100-297 (Hawkins Stafford Act 1988). P.L. 101-301 permits tribes and authorized tribal grant schools to request that Congressionally appropriated funds for facilities operation and maintenance, including construction funds for elementary and secondary education, be included in grants as authorized by P.L. 100-297. This amendment does not change the manner in which funds are administered, but allows the transfer of funds and involves minimal changes to existing instructions and forms. The document also includes: (1) information on P.L. 95-224 (Federal Grant and Cooperative Agreement Act of 1977) that defines the use of contracts, grants, and cooperative agreements between the federal government and the award recipient; (2) instructions for completing the P.L. 101-301 facilities construction application form; (3) a standard form for computing budget information for construction programs; (4) government assurances for construction programs; (5) financial reporting requirements; (6) information on 43 CFR Part 12 that involves administrative and audit requirements and cost principles for assistance programs; and (7) sections of 43 CFR Part 12 relevant to P.L. 101-301 facilities construction grant requirements and implementation. (LP)

ED 373 936 RC 019 716

Penn, Patricia H.; Childers, Robert D.
Development and Pilot Test of Family Connections 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary School Students; Family School Relationship; Field Tests; *Instructional Material Evaluation; *Material Development; Parent Attitudes; *Parent Materials; *Parent Participation; Parent Teacher Cooperation; *Primary Education; Questionnaires; Rural Education; Teacher Attitudes; *Young Children
IDENTIFIERS- Developmentally Appropriate Programs

Given the help they want and need, families do spend time with their young children in developmentally appropriate learning activities. Following a successful experience with Family Connections 1, the Rural Excel Program at the Appalachia Educational Laboratory (AEL) developed a second volume of 22 colorful, four-page guides to learning, designed for parents to use with their kindergarten and early primary children. AEL pilot tested the guides at 10 predominantly rural schools in Kentucky, Tennessee, Virginia, and West Virginia. Evaluation questionnaires were completed by the 34 cooperating teachers and 439 parents of students in kindergarten, grade 1, or mixed primary classes. Both parents and teachers reacted positively to the publication and reported that children also responded favorably. Teachers found the activities developmentally appropriate for students and agreed they would recommend Family the following: (1) a panel discussion on the politics of school consolidation (influences on public opinion, need for balance between state and local control, and school finance issues); (2) "An Overview of the Pros and Cons of School Consolidation," by Paul Theobald; (3) "Forces Supporting Consolidation and Some Alternatives," by Paul Theobald; (4) a panel discussion by school superintendents on changing roles at the county level; (5) a workshop on ideas and options for change that might work in participants' schools; (6) a presentation on the pros and cons of unification of Montana's elementary and secondary school districts; (7) other views on consolidation (college-school collaboration, misconceptions associated with consolidation, cost savings, need for local decision making, and school-community relationships); and (8) some concluding thoughts (on accountability and public responsiveness) by former Montana governor, Ted Schwinden. Contains the conference agenda, lists of presenters and participants, and related resources available from the Rural Education Center. (SV)

ED 373 955 SE 054 373

Devine, Marion; And Others
Standard Grade Mathematics Achievements and Competences, Grade 3 to 6.
PUB DATE- 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Mathematics; *Elementary School Students; Foreign Countries; Intermediate Grades; *Low Achievement; *Mathematics Achievement; Mathematics Education; Mathematics Tests
IDENTIFIERS- Scotland

The first Standard Grade courses have been in place in Scotland for almost ten years. This document reports on a study with the following goals: (1) to describe the actual mathematical competencies of pupils gaining grades 3, 4, 5, and 6 in Standard Grade Mathematics; (2) to describe the competencies shown in school work by pupils failing to achieve at least grade 6 in Standard Grade Mathematics; and (3) to identify any changes that might seem desirable in grade-related criteria which might lead to improvements in the teaching of basic competencies in mathematics. Examination scripts and classroom work of (n=1,188) students in grades 3 to 7 were collected and analyzed. This report discusses the findings in the following areas: number, measure, relationships, shape, information handling, interpreting a task, doing a task, and completing a task. Significant differences were found between grades 4 and 5 in examination performance. An appendix contains criteria descriptors used in analysis of Standard Grade Mathematics. (MKR)

ED 373 956 SE 054 450

Malone, John A.; And Others
Secondary Science and Mathematics Enrolment Trends. What Research Says to the Science and Mathematics Teacher. Number 12.
PUB DATE- Jun 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)

Skills; Units of Study; *Writing Across the Curriculum

This paper describes a mathematics-centered thematic unit for 5th graders which organizes all the topics in the Houghton Mifflin Mathematics Program by combining critical thinking and whole language frameworks to help students retain, understand, and make active use of knowledge within and across domains. The unit connects inquiry, goals, critical concepts, critical issues, critical strategies, and performance-based outcomes. Critical strategies included in the program are: critical thinking, active approaches to learning, and assessments of understanding. Program materials integrate: (1) David Perkins' knowledge-as-design methods of critical thinking; (2) the National Council for Excellence in Critical Thinking framework for teaching and assessing critical thinking; (3) Lytle and Botel's Pennsylvania Framework for reading, writing, and talking; and (4) Howard Gardner's theory of multiple intelligences to help students read and remake the world. Includes 12 references. (Author/MKR)

ED 373 978 SE 054 657

Hong, Eunsook
Mental Models in Word Problem Solving: An Analysis of Korean Elementary Students.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Arithmetic; Cognitive Style; *Elementary School Students; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; Interviews; Mathematics Education; Models; Observation; *Problem Solving; *Whole Numbers; *Word Problems (Mathematics)
IDENTIFIERS- South Korea

This paper discusses a study that explored the mental models of fifth (n=35) and sixth (n=49) graders attending two urban public elementary schools in South Korea in word problem solving. Two levels of mental models (problem model and mathematical model) constructed in the process of word problem solving were investigated. Coding categories for both problem and mathematical models were developed to be used in think-aloud protocol analysis. Results indicate that the majority of students who constructed correct problem models rapidly classified the problems as they read them or restated the problems, focusing on specific words, and related these words to other statements in the problems. Students who misrepresented the problems varied in their problem models: incorrect relation of specific words to other information model, diagrammatic-incorrect location of information model, number-consideration model, and number-operator model. Performance levels in problem solving are discussed in relation to the problem model and mathematical model. Includes samples of solutions. The appendices contain the categories and sample behavior used to determine problem models and the categories used to determine mathematical models. Includes 36 references. (Author/MKR)

ED 373 979 SE 054 666

Auber, Christine; And Others
An Examination of Grouping Strategies and Their Effect on Mathematics Achievement at the Elementary Level.

(4) Idaho Goals for Science; (5) Secondary Exit Performance Standards; (6) Questions/Answers on Performance Based Education; (7) Guidelines for Writing/Using Performance Scoring Guides; (8) Implementation; (9) Curricular Frameworks; (10) Curricular Alignment; (11) Science Goals/Exit Performance Standards Matrix; (12) The Science Framework; (13) Kindergarten Science Framework; (14) Grade 1 Science Framework; (15) Grade 2 Science Framework; (16) Grade 3 Science Framework; (17) Grade 4 Science Framework; (18) Grade 5 Science Framework; (19) Grade 6-8 Introduction; (20) Grade 6 Science Framework; (21) Grade 7 Science Framework; (22) Grade 8 Science Framework; and (23) Grade 9-12 Science Framework. Contains 16 references. (ZWH)

ED 374 002 SE 054 881

Bazar, Ronald M.; Dehr, Roma
Good Planets Are Hard To Find! Ecology Action Workbook and Dictionary.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC[illegible] Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Air Pollution; Citizen Participation; *Conservation (Environment); Dictionaries; Ecology; Environmental Education; Foreign Countries; Land Use; *Learning Activities; *Local Issues; Natural Resources; *Pollution; Waste Disposal; Water Pollution; Workbooks
IDENTIFIERS- *Environmental Action; *Environmental Awareness; Environmental Issues

Even though the condition of the planet is a serious subject, becoming ecologically aware and active can be fun. This workbook provides ecologically conscious-raising activities that children can do at home or with others. A series of worksheets guides students through eight activities including: (1) assessing community resources and environmental problems concerning water, sewage, garbage, air, food, and land; (2) collecting information on local recycling depots, environmental groups, and government agencies; (3) writing effective letters as a way to educate and influence people in politics, business, and the media; (4) reviewing 50 individual actions that could help save the planet; (5) reviewing 50 group actions that could help save the planet; (6) setting up an ecology action club; (7) organizing an ecology action project; and (8) completing an "Ecology Quiz" using a provided dictionary of 147 words related to environmental problems. (LZ)

ED 374 003 SE 054 884

Tant, Carl
Plant Biotech Lab Manual.
PUB DATE- 93
NOTE- 92p.; Illustrated by Tammy K. Crask.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Biotechnology; *Botany; Higher Education; Plants (Botany); Science Activities; *Science Experiments; *Science Instruction; Secondary Education

This book provides laboratory experiments to enhance any food science/botany curriculum. Chapter 1, "Introduction," presents a survey of the techniques used in plant biotechnology

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Literacy; *Citizen Participation; Citizenship Education; Citizenship Responsibility; *Elections; Literacy Education; *Political Parties; *Voter Registration; *Voting; Voting Rights
IDENTIFIERS- *Maine

The first item in this packet is a pamphlet on how to vote and the election process. The pamphlet includes comprehensive information at a reading level that can be understood by many adults who have not graduated from high school. The pamphlet was designed by volunteer tutors of adult literacy students in Maine. The tutors researched information, local process, and Maine State law. The pamphlet describes primarily, general, referendum, and constitutional elections. A sample ballot for each kind of election is illustrated. A chart demonstrates the election process. A list of words relating to voting, and a map of the voting districts in Sanford, Maine is included. A voter registration card is included along with a copy of the United States Constitution that was donated by the Girl Scouts. The last item in this packet is a curriculum for teaching adult reading students about voting. The teaching material includes a play about a local resident deciding whether or not to vote, with study questions and a crossword puzzle. Also included in the voting curriculum is information on the monthly election bulletin board on display at the local library and a student tutor evaluation form on the voting unit. (DK)

ED 374 025 SO 023 768

Working Notes from the National Conference on the Bicentennial of the Bill of Rights.
PUB DATE- 89
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Civil Rights; *Constitutional History; *Curriculum Development; *Educational Resources; Elementary Secondary Education; Experiential Learning; Interdisciplinary Approach; *Law Related Education; Learning Activities; State Programs; *Student Participation; Student Projects

This document presents the working papers from a conference that explored ways for students to commemorate the Bicentennial of the Bill of Rights. The conference provided an opportunity for leaders in law-related education and others interested in the Bicentennial to work together to begin exploring, identifying, sharing, and jointly suggesting education projects and materials that might enhance student understanding of the Bill of Rights. The working notes are intended to stimulate discussion among interested individuals and organizations on ways to celebrate the Bicentennial of the Bill of Rights. The objectives of the conference and notes were to encourage the field to develop, refine, and expand ways to enhance the Commemoration of the Bill of Rights. The notes explore four areas: (1) bicentennial models for youth participation; (2) bicentennial curriculum resources and needs; (3) bicentennial state and local activities and programs; and (4) bicentennial national programs. The first area included four models for youth participation: (1) youth conferences; (2) contests; (3)

fall, where they continued independent research and applied their learning to the development of curriculum units for their students. The body of the report contains a description of the project. The five sections are: (1) an introduction describing project participants and outlining the processes of planning and recruitment; (2) section 2 summarizing the Institute goals, design, and activities; (3) section 3 documenting the agenda and results more fully; (4) section 4 describing follow up activities and discussing modifications to the planned agenda; and (5) conclusions and recommendations concerning the design, conduct, follow up support, and assessment of similar institutes. Appendices list project participants, the Institute syllabus and daily schedule, teachers' independent research projects and school activities, an 8-page bibliography, and a guide to resources. (DK)

ED 374 044 SO 024 358

Lucidi, Alison Danielle
Gender Equity in Education: A Review of the Literature.
PUB DATE- 28 Apr 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Educational Quality; Elementary Secondary Education; *Equal Education; Females; Higher Education; *Sex Differences; *Sex Discrimination; *Sex Fairness

This document reviews literature on gender equity in U.S. schools. The paper reports that there is an unconscious ignorance on the growing achievement gap between male and female students. Young women in the United States today still are not participating equally in the education system. A 1992 report found that girls do not receive equitable amounts of teacher attention and that they are less apt than boys to see themselves reflected in the materials they study. The problem seems archaic, but the idealized family of a working father and homemaking mother is a reality in only 6 percent of U.S. households now. As technological advances allow businesses to reduce the number of hours employees work and the number of employees required to do a job, two incomes will usually be necessary to provide basic necessities. By the year 2000, 88.5 percent of new entrants to the work force will be women and minorities. Equity in education must be achieved for the United States to compete effectively in the global marketplace. Many curriculums, which are seen as the central message-giving instrument of schools, are often guilty of ignoring the importance of gender equality in education. Strong messages are being sent to boys and girls about what is important, valued, and acceptable in terms of sex role stereotypes. A 1984 study concluded that females are less likely to be studied in history and read about in literature, mathematics and science problems are more likely to be framed in male stereotypic terms, and illustrations in most texts depict a world populated and shaped mostly by males. A 1982 study suggested that the worst effects of a sex stereotyped curriculum has been to make children, especially boys, feel that sex discrimination is a natural process that everybody follows. Another study reports that girls are the only group who enter school scoring ahead, and 12 years later leave school scoring behind. (DK)

ED 374 045 SO 024 359

Wagner, Kenneth A.; And Others
Becoming Informed Citizens: Lessons on the Bill of Rights and Limited Government.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 93
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Civil Liberties; *Constitutional History; *Constitutional Law; Due Process; Equal Protection; *Law Related Education; Resource Materials; Resources; Resource Units; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Bill of Rights; California State University Los Angeles

Presenting U.S. history teachers with a set of 26 lessons, this book is designed to help educators teach about the Bill of Rights and to assist students in understanding important events and concepts related to the Bill of Rights. The book begins with the fundamental concepts of government, law, and historical roots of the Bill of Rights and concludes with the rights of persons accused of crime and discussion of liberties such as privacy. Lesson plans are provided and include necessary preparations, sequence of instruction, closing the lesson, key words, and vocabulary teaching suggestions. Throughout the volume, lessons, exercises, and activities are designed to assist students in mastering facts and concepts. (RJC)

ED 374 065   SO 024 499

Mini-Mock Trial Manual.
PUB DATE- 93
NOTE- 36p.; For related items, see SO 024 501-503.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Constitutional Law; *Court Litigation; *Courts; Instructional Materials; Intermediate Grades; *Law Related Education; Resource Materials; Resource Units; Secondary Education; Social Studies
IDENTIFIERS- *Mock Trials

Designed to help students learn about courts and trials in an interesting and enjoyable way, this document provides teachers with the necessary instructions and materials on how to conduct mock trials. By using the program, students become familiar with the role of a trial court in resolving disputes. They also are introduced to court procedure and decorum, and develop an appreciation for the importance of the various people in the courtroom. Involvement in a mock trial allows students to practice communication and critical thinking skills as they prepare and present their case. In addition to teacher instructions, the manual includes student handouts for five mini-mock trials. The handouts consist of a juror biography, jury observation sheet and checklist, case facts, prosecution and defense witness statements, and jury instructions. (DK)

Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; Educational Assessment; *Educational Needs; Educational Trends; Information Needs; *Literacy Education; *Native Language Instruction; Program Descriptions; Program Design; Program Development; Research Needs; Staff Development; Trend Analysis

The profile of native language literacy instruction for adults looks at a variety of trends and issues in the design and improvement of such programs. The first section discusses what has been learned in the last few years about the kinds of instruction offered, including basic program characteristics and models for curriculum, instruction, and assessment. Six programs are described in this section. The second section focuses on the rationale for offering native language literacy instruction to adults, examining sociopolitical, linguistic, sociocultural, and sociocontextual reasons and the importance of literacy for content learning. The third section highlights key areas in which even limited investment of resources can bring program improvement. These areas include demonstration projects, development of a common data bank, and staff development activities. Finally a research agenda is outlined. Research areas of particular interest include transfer of native language literacy knowledge and skills to a second language, collaborative program-based research, language use in communities and classrooms, teacher inquiry and action research, longitudinal studies, and surveys. Contains 75 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 612 FL 800 819

What Kind of Adult Literacy Policy Will Help All Adults Develop the English Language and Literacy Skills They Need To Participate Fully in American Life?
PUB DATE- 94
NOTE- 11p.; Summary paper produced as a stimulus for discussion at a Policy Forum on Achieving the National Educational Goal on Adult Literacy (Washington, DC, June 23-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Change Strategies; Cultural Pluralism; Demography; Educational Change; *Educational Needs; Employment Potential; *English (Second Language); Ethnic Groups; Family Role; Immigrants; Language Proficiency; *Limited English Speaking; *Literacy Education; Poverty; *Public Policy; Resource Allocation; School Readiness

This summary paper examines factors in achieving full adult literacy in the United States, particularly among the growing population of limited-English-proficient (LEP) immigrants. The first section offers a demographic profile of LEP adults in this country, drawing largely on data from the National Adult Literacy Survey and on a study of poverty among Hispanics. Other characteristics of this population affecting delivery of literacy services are noted, with four kinds of barriers identified: institutional; situational; psychological; and pedagogical. The second section considers what policies and resources are necessary to ensure that every adult has the English language proficiency necessary to compete in a global economy, to be active citizens and community members, and to help their children start school ready to learn. A series of questions is posed to provoke thought in these general areas of concern: systematic rethinking of all services for LEP adults;

integration, college choice, goal commitment, degree aspirations, nor attitudes toward financial aid programs explained decisions to transfer to other institutions. Results showing the importance of family encouragement in the study results suggest that such interventions such as parent orientation programs may be effective in reducing dropouts. Appendices include the survey instrument, four figures, and four tables. Contains 29 references. (JB)

ED 373 630 HE 027 616

Peacock, Dennis E.
Beyond Academic Outcomes: Expanding into Comprehensive Assessment while Preserving Faculty Ownership. AIR 1994 Annual Forum Paper.
PUB DATE- 1 Jun 94
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Outcomes Assessment; Higher Education; Outcomes of Education; State Universities; *Teacher Attitudes
IDENTIFIERS- *AIR Forum; Comprehensive Assessment Program; *Northeast Missouri State University

At Northeast Missouri State University, where faculty have directed student outcomes assessment for 20 years, assessment is expanding to include a broader university mission of developing the whole person. As assessment becomes more comprehensive, expanding into out-of-class experiences, there is a risk of losing faculty support. Three fundamental challenges are: (1) being prepared for the argument that assessing non-academic student development should be a student affairs issue; (2) contending with the perception that non-cognitive outcomes are not measurable; and (3) recognizing that faculty will want to know how the effort will be worth their investment of scarce time and energy. One way to convince faculty of the value to them of broader assessment may be to incorporate findings into the student advising program in which faculty participate. At all times, faculty commitment may be sustained by showing how new efforts are linked with activities in which they are already engaged. Key suggestions for sustaining faculty commitment include showing that additional outcomes results are not invented, that comprehensive assessment complements academic assessment, that students need continuity of experience, that cost will be less than expected, and that these efforts will have immediate local relevance. (JB)

ED 373 631 HE 027 617

Jacobs, Stanley S.
Technical Characteristics and Some Correlates of the California Critical Thinking Skills Test, Forms A and B. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 37p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Toutkoushian, Robert K.
Issues in Choosing a Strategy for Achieving Salary Equity. AIR 1994 Annual Forum Paper.
PUB DATE- 31 May 94
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Higher Education; Models; Problem Solving; Program Costs; Program Effectiveness; *Salary Wage Differentials; Sex Discrimination; State Universities; *Statistical Analysis; *Teacher Salaries
IDENTIFIERS- *AIR Forum, University of Minnesota

This paper examines issues involved in selecting a strategy that could be carried out by institutions to achieve salary equity between male and female faculty. It compares potential strategies based on equity of salary adjustments, political constraints, cost to the institution, and whether the plan removes inequities. Steps in determining evidence of sex discrimination in faculty salaries involve deciding what characteristics institutions may legitimately use in setting salaries, specifying an earnings equation, and measuring the unexplained salary differential through a single-equation model or multiple-equation model. Salary adjustment can then be based on what each female would receive in the absence of discrimination, and what each female currently receives due to discrimination. The institution can then remove any observed unexplained salary differentials via across the board methods, case by case methods, or a combination of the two methods. Criteria in devising a salary adjustment plan include: equity, political feasibility, effectiveness in solving the problem, and cost. Data on 1252 male and 267 female faculty at the University of Minnesota are used to illustrate how these criteria might influence an institution's choice of a salary adjustment plan. (Contains 19 references.) (JDD)

ED 373 650 HE 027 636

Stith, Patricia L.; Russell, Fitz
Faculty/Student Interaction: Impact on Student Retention. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Black Students; *College Students; Higher Education; High Risk Students; *Hispanic Americans; Interaction; Longitudinal Studies; Social Influences; Student Attrition; *Teacher Student Relationship; Universities; Withdrawal (Education)
IDENTIFIERS- African Americans; *AIR Forum

A longitudinal study at a large predominantly White university revealed that faculty/student interaction had a significant impact on African-American students' decision to persist. Subjects included 310 freshmen (128 African Americans, 131 Whites, 49 Hispanics, and 2 Asians). Hispanics and Whites were

This report summarizes the major changes to higher education in the United Kingdom as a result of the Further and Higher Education Act of 1992. These changes include the creation of new universities and new arrangements for the assessment and assurance of quality in higher education. Due mainly to the upgrading of polytechnics to university status, the United Kingdom now possesses 90 universities and 143 colleges, institutes, and other non-university postsecondary schools. A list of these universities and institutions is included. A Higher Education Quality Council (HEQC) was created in 1992 by higher education associations to serve as an independent monitor of quality assessment at universities and other institutions. HEQC is composed of three divisions: (1) Credit and Access; (2) Quality Audit; and (3) Quality Enhancement. The organization, goals, and initial activities of each of the three divisions are discussed. The organization and activities of the Higher Education Funding Councils in England, Wales, Scotland, and Northern Ireland in relation to quality assessment in higher education are examined. A summary of a report entitled "Quality Management and Quality Assurance in European Higher Education: Methods and Mechanisms," by F. A. van Vught and D. F. Westerheijden, is also included. (MDM)

ED 373 669 HE 027 655

Betancur Mejia, Gabriel
The Institutionalization of Educational Credit. This Is How Educational Credit Was Born.
PUB DATE- 92
NOTE- 59p.; M.S. Thesis, Syracuse University.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *College Students; Federal Legislation; Foreign Countries; Government Role; Higher Education; *International Educational Exchange; Partnerships in Education; Program Descriptions; *Program Development; Student Costs; *Student Loan Programs
IDENTIFIERS- Colombia; *Colombian Institute for Advanced Training Abroad

This publication discusses the activities of the Colombian Institute for Technical Studies Abroad (ICETEX) and presents the 1944 master's thesis which outlined the formation of ICETEX. This thesis, entitled "Project for the Creation of the Colombian Institute for Advanced Training Abroad," was completed at Syracuse University by the originator and first director of ICETEX. ICETEX was founded in 1950 by the Colombian government to provide loans to students wishing to pursue undergraduate and graduate education abroad. Among its many additional activities, the organization arranges transportation for students, coordinates scholarships offered by international organizations foreign governments, and private institutions, and administers scholarships for foreign artists in Colombia. The master's thesis which formed the basis for the founding of ICETEX includes: (1) an examination of the state of foreign training in Colombia; (2) an organizational structure for the proposed Colombian Institute for Advanced Training Abroad; (3) a discussion of the means of financing the institute; (4) basic principles of operation; (5) an examination of its primary and secondary functions; and (6) the steps to be taken to put the plan into effect. Two appendixes (in Spanish) contain a copy of the government decree which enacted ICETEX and a biographical profile of Gabriel Betancur Meija. (MDM)

Where in the World Is Knowledge? A Key to International Business Expansion Decisions.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; Communication (Thought Transfer); *Communications; Cultural Traits; Decision Making; Epistemology; *Evaluation Methods; *Human Capital; Information Science; *International Trade; Knowledge Level; Labor Supply; Mass Media; *Measurement Techniques; Productivity; *Site Selection
IDENTIFIERS- *Commodity Relations

This paper proposes use of an assessment tool called "commodity relations," to measure national knowledge resources to help companies make better site selections for international production operations. The paper first reviews traditional measures of human capital, such as average years of education per individual and literacy rates. The proposed method measures human capital resources by measuring first-order commodity relations, in which thoughts are packages and distributed to others through various media (a book, for example) who pay money for them, and second-order commodity relations, in which an agency other than the senders and receivers of the thoughts finances communication of the thoughts. A survey could be administered that would measure how much time individuals spend on first and second order commodity relations and on noncommodified relations. Individuals in an environment of noncommodified relations would exhibit localized and strong cultural dispositions and strategic communication processes. In first-order relations, individuals would exhibit sustained attention-paying capacity, elaborate conceptualization capacity, and strong cultural dispositions. For second-order relations, individuals would exhibit variable cultural dispositions; short, shifting attention spans; and concrete, object-centered conceptual strategies. Application of this theory would indicate that a business may want to consider locations where mass media rely less on advertising and more on state sponsorship and where print media receive relatively more support from individual purchases than from advertising revenues. Contains six references. (JDD)

ED 373 688 HE 027 684

Raffield, Barney T., III
Toward the Successful Implementation of the North American Free-Trade Agreement: The Integration of Language and Business Studies.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Books; *Computer Software Development; Courseware; Curriculum Development; Difficulty Level; Educational Media; *Hypermedia; Imagery; *Instructional Design; Maps; *Metaphors; Multimedia Instruction; Selection; Semantics; User Needs (Information)

IDENTIFIERS- *Multimedia Materials; Paivio (A)

Many writers suggest the use of metaphors in creating hypermedia and multimedia products. However, it is unclear how to choose an appropriate metaphor and how to avoid an inappropriate metaphor that will cause confusion and conceptual difficulties for users. A metaphor compares one thing to another without directly stating the comparison, suggesting the likeness of terms not literally applicable to each other. Visual metaphors of pictures and illustrations are found in hypermedia and multimedia products. They can be seen as underlying (primary) metaphors and auxiliary (secondary) metaphors. The work of A. Paivio can be used to identify appropriate auxiliary metaphors that stimulate images and semantic expressions related to those stimulated by the underlying metaphors. An example of the book as metaphor illustrates the "properties, operations, phrases, images, and types" (POPIT) approach to the metaphor and the selection of auxiliary metaphors. A map provides another such example, with rich auxiliary metaphors possible. Selecting appropriate metaphors is complex and difficult and requires study of how users react. (Contains 32 references.) (SLD)

ED 373 707 IR 016 717

ChanLin, Lih-Juan; Reeves, Thomas C.

New Directions for Research on Graphics Design for Interactive Learning Environments.

PUB DATE- 94

NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; *Computer Graphics; Computer Software Evaluation; *Design; *Educational Environment; Educational Research; Foreign Countries; Interaction; Literature Reviews; Models; Research Methodology; Research Needs; Theories; Theory Practice Relationship

IDENTIFIERS- Interactive Systems; *Learning Environments

Research that has been conducted relating to the use of graphics and how various design variables interact with graphics in influencing the process of learning within individuals is explored. Research directions and approaches that may provide enhanced guidelines for integrating graphics into future interactive learning environments are described. The substantial research to date has provided a foundation for further research to guide the design of interactive learning

PUB DATE- 94
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software Development; Cooperation; Educational Technology; Formative Evaluation; Graduate Students; Higher Education; *Interactive Video; *Physics; Science Instruction; Student Attitudes; Summative Evaluation; Undergraduate Students
IDENTIFIERS- Digital and Video Interactive Device; *Digital Video Interactive; *Video Technology

The ways in which Digital Video Interactive (DVI), a new video technology, can help students learn concepts of physics were studied in a project that included software design and production as well as formative and summative evaluation. DVI provides real-time motion, with the full-motion image contained to a window on part of the screen so that the remainder of the screen can be used for other purposes. DVI presentations were developed to introduce elementary physics topics. An initial group of 12 graduate Education majors had great difficulty with both the hardware and software. Their suggestions were incorporated into an improved screen design and better user instructions. A second group of four collaborative groups of three Education students was more positive about the experience and provided additional feedback that was used in actual undergraduate classes. Undergraduate reaction to the format and content was much more enthusiastic and is providing additional information for further development. (Contains 37 references.) (SLD)

ED 373 726 IR 016 736

Koetting, J. Randall
"On Teaching Theory" 11th Annual Foundations Symposium: Dialogue on Applying Critical Approaches to Educational Technology.
PUB DATE- 94
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discussion (Teaching Technique); Educational Philosophy; Educational Technology; *Educational Theories; Elementary Secondary Education; Higher Education; Models; Moral Values; Research Projects; Social Environment; *Sociocultural Patterns; Student Alienation; *Teacher Education; Teacher Responsibility; *Teacher Role; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Discourse; Language Barriers; Student Engagement

A teacher of educational theory delivers an educational foundations course on sociocultural concerns in education. In this course, teaching is presented as an orientation to the world and a moral enterprise because it intervenes in people's

Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; Case Studies; Classroom Observation Techniques; *Computer Assisted Instruction; Computer Software Development; Databases; Education Majors; Formative Evaluation; Higher Education; Hypermedia; *Multimedia Instruction; Student Teachers; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Case Method (Teaching Technique); Cognitive Flexibility; *Multimedia Technology; Reflective Teaching; Southern Illinois University

Multimedia computer technology and modified case methodologies were used to encourage and facilitate the process of reflection by beginning teachers. A computer-based multimedia system was developed and tested that features prespecified cases for analysis, facilities for linking various aspects of one case to other cases, and capabilities for entering and linking new cases by individual students as a product of their classroom observation. Formative testing was conducted to describe student activities and to explore strategies for integrating the system into a teacher-education curriculum. The software developed for the project, "Chronicles of Teaching," allows users to enter descriptions of cases and incidents they have observed and to create hypermedia links to cases and descriptions in the database. Users must reflect on similarities and differences among their cases and other cases or theories in the database. The software has been integrated in foundations, general methodology, and methods courses at Southern Illinois University and in student teaching. Three figures illustrate software screens. (Contains 17 references.) (SLD)

ED 373 745 IR 016 755

Nuttall, Alice E.
Synergistic Effects of Learning Strategies Training: Comparing "Black Boxes."
PUB DATE- 94
NOTE- 29p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Business Education; Case Studies; College Students; Control Groups; Educational Practices; Higher Education; Interaction; *Learning Strategies; Performance; Student Characteristics; *Student Motivation; *Training; Use Studies
IDENTIFIERS- *Black Box Theories; Self Regulated Learning; Subject Content Knowledge; *Synergy

It was hypothesized that subjects who were trained in selected task-related learning strategies would exhibit significantly increased performance and academic motivation over untrained subjects. Students in an associate degree management course (n=54) participated in either treatment or control groups. Both groups received training in management-case study analysis, and

Small, Ruth V.; Ferreira, Sueli M.
Multimedia vs. Print Information Resources: Information Location and Use, Motivation, and Learning Patterns for Children and Adults.
PUB DATE- 94
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784. Figures and tables are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Materials; Comparative Analysis; Educational Media; Educational Technology; Higher Education; *Information Seeking; *Information Skills; Information Utilization; Intermediate Grades; Junior High Schools; Learning Motivation; Middle Schools; Multimedia Instruction; Problem Solving; Research Skills; *Student Research; Users (Information)
IDENTIFIERS- *Multimedia Materials; *Printed Materials

In educational and training environments, teachers assign their students independent research tasks that require locating, gathering, synthesizing, and summarizing information from one or more information resources containing large, and sometimes overwhelming, amounts of information. This study explored the information location and use activities, motivation, and learning patterns of children and adults using either a print or a multimedia resource to complete a research task. A group of 89 middle school students and a group of 36 adult graduate students served as subjects for the study and were assigned a multimedia treatment or a print treatment. The topic of the materials used in the study was the life and art of Vincent Van Gogh. Subjects were given 30 minutes to gather information from the assigned resource (either book or multimedia). Researchers recorded information location and use strategies on an observation checklist. A motivation questionnaire was used to evaluate subjects' motives and values related to the resource used. A pattern noting technique was utilized to assess prior knowledge and learning outcomes. Results indicated some differences in engagement of text and non-text information; expectancy of success; and type of knowledge representation. (Contains 30 references.) (JLB)

ED 373 764   IR 016 774

Snetsinger, Wendy; Grabowski, Barbara
The Use of Humor in a CBI Science Lesson To Enhance Retention.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Humor; Intermode Differences; *Learning Motivation; Learning Processes; Learning Strategies; Learning Theories; Motivation Techniques; Perception; Pretests Posttests; Retention

installation was considered easy by 94.8% of the respondents; the instructions for installation found in the user manual were considered appropriate; the number of databases held by the organizations surveyed was large and included MEDLINE, ERIC, UNESCO, and PSYCLIT; the satisfaction rate for the CD-ROM was 78.4%; and the CD-ROM was considered easy to use by 85.6% of the respondents. Several graphs present data, and the questionnaire used in the study is included. (JLB)

ED 373 784 IR 055 139

High Performance Computing and Communications: Technology for the National Information Infrastructure. Supplement to the President's Fiscal Year 1995 Budget.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; Computer Software Development; Federal Programs; Futures (of Society); Glossaries; Information Networks; *Information Technology; Research and Development; *Technological Advancement; *Telecommunications
IDENTIFIERS- *High Performance Computing; *National Information Infrastructure; National Research and Education Network

The federal High Performance Computing and Communications (HPCC) program was created to accelerate the development of future generations of high performance computers and networks and the use of these resources in the federal government and throughout the American economy. This report describes the HPCC program which is developing computing, communications, and software technologies for the 21st Century. The HPCC program will provide key parts of the technological foundation for the National Information Infrastructure. The program is organized into the following five components: High Performance Computing Systems (HPCS); National Research and Education Network (NREN); Advanced Software Technology and Algorithms (ASTA); Information Infrastructure Technology and Applications (IITA); and Basic Research and Human Resources (BRHR). The report is divided into four sections: executive summary; program accomplishments and plans; high performance living today and tomorrow; and the HPCC program in summary. A glossary of terms and a list of contacts are included. (JLB)

ED 373 785 IR 055 141

Byunn, Kit Sam; Lau, Shuk-fong
Book Theft and Mutilation of Library Materials: A Case Study.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Books; *College Libraries; Crime Prevention; Higher Education; *Library Materials; Questionnaires; *Stealing; *Student Attitudes; Student Surveys; Tables (Data)
IDENTIFIERS- *Book Losses; *Book Mutilation; Library Security; University of Memphis TN

As the problems of book theft and mutilation of library materials were growing, a survey was conducted by the Periodicals and Reference Departments at the University of Memphis Library (Tennessee) in the spring of 1994. An 11-item questionnaire was the questionnaire and results for the survey of males in nontraditional occupations. (KP)

ED 373 808 JC 940 442

Appelson, Wallace B.
We Are All Related: A Model for Successful Collaboration in American Indian Education.
PUB DATE- Jul 94
NOTE- 8p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; American Indian Culture; *American Indian Education; *American Indians; College School Cooperation; Community Colleges; Cooperative Programs; *High Risk Students; *Institutional Cooperation; *School Holding Power; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Chicago Public Schools IL

In an effort to improve the high school graduation rate and increase college application and retention rates of high risk American Indian students in Chicago, Truman College (TC) maintains a number of cooperative programs with the University of Illinois at Chicago (UIC), Native American Educational Services (NAES) College, the Chicago Public Schools, and community based organizations. The Institute for Native American Development (INAD) at TC offers assessment and placement activities for the college's 65 programs and provides students with individual counseling, goal setting, career exploration, financial aid, tutorial, and cultural group support services. NAES College is the only private American Indian four-year college located in an urban area, and many of its students are INAD program transfers wanting to concentrate their studies in community development or other areas. Similarly, the Native American Support Program at UIC enrolled one INAD employee, one INAD graduate, and a Truman Middle College teacher in Master's programs in fall 1993, and established a summer math and science camp for American Indian youth with INAD. In addition, over the past three years, INAD has worked closely with the American Indian Center to provide a wide variety of educational and social activities for young American Indians in Chicago. The Center's courses, funded by INAD through a state drop-out prevention program, provides opportunities to attend dances, pow-wows, films, sporting events, and field trips. (MAB)

ED 373 809 JC 940 454

Stein, Wayne J.
Tribally Controlled Colleges: Making Good Medicine. American Indian Studies, Volume 3.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *American Indian Education; American Indian History;

students over a 10-year period to observe their performance and achievement. Tabulations were made on various different fields and cross-tabulated by age, sex, race, and major programs. Study findings, based on the academic records of students who enrolled in successive classes between 1982 and 1992, included the following: (1) 8 out of 10 full-time students returned to school at a later date for 1 year or more; (2) the 80% retention rate for full-time students held for all races, genders, ages, and program categories other than Black/Hispanics and older students; (3) the part-time persistence rate for the same period was 60%; (4) full-time students completed, on average, 37 credit hours, while part-time students completed an average of 11 credit hours; (5) 25% of the full-time students graduated, and most of the part-time students did not intend to graduate; (6) the number and percentage of students enrolling in transfer majors increased over the study period, as did the number of reverse transfer students; (7) the grade point averages (GPA's) of part-time students were higher than those of full-time students (2.34 compared to 2.17); (8) male students had lower GPA's than female students, while older students generally had higher GPA's than younger students; (9) part-time female students outnumbered part-time male students; and (10) there was a slight increase in both full- and part-time minority enrollments. (Author/KP)

ED 373 827   JC 940 477

Lucas, J.; Meltesen, C.
Follow-Up Study of 1991 Harper College Transfer Alumni. Volume XXII, Number 12, January 1994.
PUB DATE- Jan 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; College Choice; *College Transfer Students; Community Colleges; Employment Patterns; Followup Studies; Grade Point Average; Graduate Surveys; Higher Education; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Two Year Colleges
IDENTIFIERS- William Rainey Harper College IL

A study conducted at William Rainey Harper College (WRHC) (Illinois) surveyed 1991 transfer-oriented students 1 year after they had accumulated at least 48 semester hours of credit to evaluate how well the students were prepared for transfer. All alumni meeting these criteria (N=904) were surveyed regarding their current status, their evaluation of WRHC, and their activity pattern while at WRHC. Study findings, based on a 74% response rate, including the following: (1) about one-third of the respondents were employed full time and another third were working part time; (2) 57% were enrolled full time in college and 19% were enrolled part time; (3) 23.1% of the alumni did not transfer immediately, but, due to the higher cost of education, remained at WRHC; (4) the most popular alumni major was business, followed by education and engineering; (5) alumni received higher grade point averages at the transfer school; (6) a majority described their WRHC experience as positive and rated WRHC student services higher than those at their new institution; (7) the most popular transfer institutions were Northern Illinois, University of Illinois/Chicago, Illinois State, and Roosevelt; (8) the most

Palmer, James C.; And Others
At What Point Do Community College Students Transfer to Baccalaureate-Granting Institutions? Evidence from a 13-State Study.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College Attendance; *College Credits; *College School Cooperation; College Transfer Students; Community Colleges; *Educational Mobility; Higher Education; *Institutional Cooperation; Intercollegiate Cooperation; Transfer Policy; Two Year Colleges

During the 1992-93 academic year, a study was conducted by the American Association of State Colleges and Universities to determine the proportion of students who transfer from two- to four-year colleges after earning an associate's degree, following the traditional "two-plus-two" sequence. A random sample of 50 four-year colleges and universities from 13 states were asked to analyze the transcripts of those students who transferred from community colleges in fall 1991. Study findings, based on information on 15,278 community college transfer students provided by 30 institutions, included the following: (1) 75% of the students remained at a community college long enough to earn at least 49 semester hours, the equivalent of 1.5 years of full-time study, and 57% earned at least 61 semester hours; (2) only 37% earned the associate degree before transferring, indicating that many of the students who earned 60 or more semester hours did not complete degree requirements; (3) students transferring to doctoral institutions were less likely to have earned associate's degree (28%) than students transferring to colleges not classified as doctoral institutions (43%); (4) students lost relatively few credits upon transferring to the baccalaureate-granting institutions; (5) the median number of credits earned was 63, and the median number of credits accepted for transfer by the baccalaureate-granting institutions was 60; and (6) evidence suggests that students who transfer successfully to baccalaureate-granting institutions have relatively high levels of academic ability and are as competent as students who begin their post-secondary careers at four-year institutions. (MAB)

ED 373 845 JC 940 496

Eaton, Judith S., Ed.
Strengthening Transfer through Academic Partnerships.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Blacks; *College Transfer Students; Community Colleges; Cooperative Programs; Core Curriculum; *Curriculum Development; *Economically Disadvantaged; Educational Change; Educationally Disadvantaged; Grants; Higher Education; Hispanic Americans; *Intercollegiate Cooperation; Minority Groups; *Partnerships in Education; Program Descriptions; Two Year Colleges; Universities
IDENTIFIERS- *National Center for Academic Achievement Transfer

The National Center for Academic Achievement and Transfer was

DESCRIPTORS- Academic Achievement; Attendance; *Community Schools; Curriculum Development; Elementary Education; Health Services; *Program Effectiveness; *Program Evaluation; Program Improvement; *School Effectiveness; Social Services; State Programs
IDENTIFIERS- Integrated Services; New York City Board of Education

A 3-year evaluation was conducted of the New York State Community Schools Program (CSP) in New York City Public Schools. The goals of the CSP include better, more developmental, challenging, and enriched curricula and more time on task, leading to improved academic outcomes for children in Community Schools. The goals also include school-site brokering of comprehensive health, nutritional, and social services at such schools for children and their families. The evaluation found that although attendance had improved at schools implementing the CSP, few of the goals of the program were being met. Curricula for children in Community Schools was similar to those in non-CSP schools, and there was no evidence for improved academic outcomes for children in Community Schools. Although health, nutritional, and social services were available to children and their families in Community Schools, non-CSP schools also provided these services to a similar degree. The evaluation results suggest the need for: (1) increased technical assistance to Community Schools to improve academic outcomes; (2) increased collaboration between state and city agencies to improve social and health services provision; (3) extended academic programs; and (4) the implementation of valid student achievement measures. (MDM)

ED 373 862   PS 022 427

Hammond, Merryl; Collins, Rob
One World, One Earth: Educating Children for Social Responsibility.
PUB DATE- 93
NOTE- 150p.; Published in both hardcover and paperback editions; the paperback is cataloged here.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Attitude Change; Childhood Attitudes; Civil Liberties; *Classroom Techniques; Elementary Secondary Education; *Environmental Education; *Peace; Preschool Education; Social Bias; *Social Problems; *Social Responsibility; Student Centered Curriculum; War
IDENTIFIERS- *Peace Education

This book is designed to help teachers, environmental educators, and parents teach children and adolescents about social responsibility. It focuses on helping children talk about and understand peace as well as issues related to the environment, human rights, development, the international community, and social justice. It seeks to promote cooperation, solidarity, and security by combating ideas that promote war, violence, nuclear weapons, child abuse, sexism, racism, and environmental destruction. Included in five chapters is a selection of: (1) learning activities and discussion starters; (2) detailed lesson plans; (3) tips for using visual materials; (4) songs; (5) simulation games; and (6) suggestions for working in different settings. Five appendixes provide an annotated list of books and educational materials, lists of relevant organizations, songs, ideas for experimenting with poetry

Parents of a group of first graders knew very little about the whole-language approach to reading employed in their children's classroom and were consequently unable to help their children as they learned to read. A program was implemented to provide parents in a target group with an understanding of the whole-language approach to reading as well as to provide strategies to use at home with their children. Secondary objectives of the program included increased mastery of first-grade skills for the students and a high level of enjoyment by parents and students as a result of the program. The program involved the parents and their children in 10 weeks of daily, whole-language activities, and parents participated in an orientation, conferences, and a final parent meeting. An initial and final parent survey, a language arts/reading checklist, a student survey, and an activities log were used to measure the effectiveness of the program. Results indicated that parental understanding and use of whole-language strategies exceeded the predicted positive outcomes. Students in the group significantly improved in skill mastery, and both parents and children were able to work and learn together in a positive setting, thus improving parent-student-teacher relations. (Eleven appendices contain samples of the project surveys and program materials.) (TJQ)

ED 373 881 PS 022 556

Glenn, Aria
A Case for Quality Preschool Programs.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Disadvantaged; Early Childhood Education; Kindergarten; *Kindergarten Children; Models; Preschool Curriculum; *Preschool Education
IDENTIFIERS- *Perry Preschool Project

Following a review of the model compensatory education program resulting from the Perry Preschool Project in Ypsilanti, Michigan, this paper describes a study undertaken to test the efficacy of the Perry model as implemented in a preschool program run by the San Francisco Unified School District. The Perry Preschool Project, initiated in 1962, found that an intensive, child-centered curriculum could boost the academic performance and school success of disadvantaged children. The Perry model was used by the 21st Century Academy with an experimental group of 9 kindergarten students from February through June 1993. Fourteen kindergartners participated in a control group that received a standard kindergarten curriculum over the same period. Most of the students were African-Americans from disadvantaged backgrounds. Pre- and posttest results indicated that students exposed to the Perry model curriculum had significantly higher achievement test scores than students exposed to the traditional kindergarten curriculum. (MDM)

ED 373 882 PS 022 557

Bryant, Donna M.; And Others
Evaluation of Public Preschool Programs in North Carolina. Final Report and Executive Summary.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh.

National Association of Elementary School Principals Association (Orlando, FL, March 4-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Child Development; Classroom Environment; *Educational Attitudes; Educational Change; *Educational History; *Educational Strategies; Educational Trends; Elementary Education; Learning Processes; *Mixed Age Grouping; *Nongraded Instructional Grouping; Principals; Program Implementation
IDENTIFIERS- Developmentally Appropriate Programs; Dewey (John); Mann (Horace)

This paper traces the development of graded and non-graded classrooms in the United States in the 19th and 20th centuries and describes the implementation of multiage classrooms at an elementary school in Hopedale, Massachusetts. After defining what is meant by multiage classrooms, the paper discusses the role of Horace Mann, who was then a secretary for the Massachusetts Board of Education, in implementing the first graded classrooms in the United States in the 1840s. It also reviews early criticisms of graded education, especially those voiced by John Dewey, who felt that graded classrooms were too confining and machine-like. The paper then addresses the influences on the move back to nongraded or multiage classrooms in the late 20th century, reviews recent research on multiage instruction, and presents the educational benefits of multiage classrooms. Finally, the personal experiences of an elementary school principal responsible for the implementation of multiage classrooms at her school are presented. (MDM)

ED 373 900 PS 022 640

Henry, Jeanie
Guidebook for Licensed Child Care Homes.
PUB DATE- Jun 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Certification; *Child Caregivers; Child Care Occupations; Children; *Day Care; Day Care Centers; *Family Day Care; Group Homes; Program Guides; State Licensing Boards; State Regulation; *State Standards
IDENTIFIERS- *Alaska; *Day Care Regulations; Licensing Programs

This guidebook is a reference for family child care homes and family child care group homes licensed by the State of Alaska. It outlines licensing standards and procedures and serves as a simplified abstract of Alaska child care regulations. The first part is an overview that introduces home child care and licensing. Topics covered include definitions of types of homes; guidelines for considering child care as a career; information sources; purposes and procedures of licensing; and child care as a business and profession. The second part is a section-by-section explanation of state regulations covering the licensing process and program requirements in the areas of: (1) requirements and qualifications of care givers; (2) supervision of children; (3) record keeping; (4) discipline and behavior management; (5) safety and sanitation; and (6) health

Making Care Less Taxing: Improving State Child and Dependent Care Tax Provisions.
PUB DATE- Apr 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Day Care; *Day Care; Dependents; *Family Financial Resources; Family Income; Federal Legislation; State Legislation; *Tax Credits; *Tax Deductions; Taxes
IDENTIFIERS- *Child Care Costs; *Dependent Care Tax Credit; Family Policy; State Policy

Paying for care for children or adult dependents takes a large portion of many families' already limited budgets. Yet without such care, married-couple and single-parent families alike have difficulty entering or remaining in the labor force. The tax codes of the federal government and about half the states provide some assistance to families in meeting their employment-related care expenses. However, many states provide little or no tax assistance to families struggling to pay for care that is so essential to their economic well-being. This report was designed to help state policymakers and advocates rectify this situation and assist them in developing the best child and dependent care (CADC) income tax provisions possible for their states. By analyzing and evaluating tax policies relating to care for children and adult dependents, the report can help states enact such provisions and help other states improve CADC provisions already in place. The report reviews the reasons for supporting enactment of CADC tax provisions; describes the federal child and dependent adult care tax credit, which serves as the basis for many state provisions; and provides an overview of the state CADC tax provisions in effect for tax year 1993. The report also identifies policy decisions commonly made when enacting and implementing a CADC income tax provision and makes recommendations designed to help policymakers and advocates identify and pursue the best decisions for families. (TJQ)

ED 373 920 PS 022 697

Kamerman, Sheila B.; Kahn, Alfred J.
A Welcome for Every Child: Care, Education, and Family Support for Infants and Toddlers in Europe.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Day Care; *Delivery Systems; Early Childhood Education; Educational Assessment; Educational Development; *Family Programs; Foreign Countries; Grouping (Instructional Purposes); Infants; Parent Financial Contribution; Parent Participation; Policy Formation; Preschool Children; *Preschool Education; Preschool Teachers; Social Services; Toddlers
IDENTIFIERS- Denmark; England; *Europe; Finland; France; Italy

This report on European developments in infant and toddler care services was prepared to help define issues and options for the improvement and expansion of infant and toddler care and family support systems in the United States. Introductory comments suggest that advanced industrialized countries have almost unanimously elected universal but voluntary preschool for

Connections 2 to other teachers. The pilot test revealed that the guides are suitable for use with kindergarten children and with mixed-age classes limited to K-1. Rural Excel staff involved key educational leaders in all stages of product development, thereby increasing the likelihood of product acceptance. Appendices contain parent and teacher questionnaires and parent comments. (TD)

ED 373 937 RC 019 718

IWGIA Newsletter: 1993 = IWGIA Boletin: 1993.
PUB DATE- 93
NOTE- 513p.; Photographs and maps will not reproduce clearly. For 1991-92 newsletters, see ED 358 979.
LANGUAGE- English; Spanish
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- American Indians; *Civil Liberties; Colonialism; Culture Conflict; Economic Development; Educational Needs; Eskimos; *Ethnic Discrimination; Foreign Countries; *Government Role; *Indigenous Populations; International Organizations; Land Settlement; Latin Americans; Minority Groups; Relocation; *Self Determination
IDENTIFIERS- Africans; Asians; *Empowerment; Environmental Impact; *Oppression

This document contains the four 1992 English-language issues of the IWGIA newsletter and the four corresponding issues in Spanish. These newsletters provide educators with a resource on the history, current conditions, and struggles for self-determination of indigenous peoples around the world. One issue focuses exclusively on Africa. The other three issues carry articles on indigenous peoples in Mexico, the United States, Central America, South America, the Arctic, and Asia. Articles cover the following topics: (1) the effects of colonization and Western domination in alienating indigenous peoples from their land, knowledge, belief systems, customary laws, and sustainable economic activities; (2) issues pertaining to the environmental rights of indigenous people and the exploitation of territorial lands and natural resources; (3) establishment of adequate government social, health, education, economic, and employment policies that take into account indigenous culture; (4) information on the Draft Declaration on the Rights of Indigenous Peoples proposed by the United Nation Working Group; (5) descriptions of international assistance programs fostering the economic development of developing countries; and (6) need for formal education to assist in the transmission of cultural values and beliefs of indigenous peoples. Contains photographs and maps. (LP)

ED 373 938 RC 019 719

Cottrell, Debbie Mauldin
Pioneer Woman Educator: The Progressive Spirit of Annie Webb Blanton. The Centennial Series of the Association of Former Students, Texas A&M University: No. 48.
PUB DATE- 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; *Educational History; Educational Improvement; Elementary Secondary Education; *Feminism; Higher Education; Political Attitudes; *Politics of Education; *Rural

DESCRIPTORS- *Enrollment Trends; Foreign Countries; Grade 12;
*Mathematics Education; *Science Education; Secondary
Education; *Sex Differences; Statistical Data
IDENTIFIERS- Australia

This bulletin discusses the mathematics and science course enrollment trends of secondary students in Australia, which are of national concern because of the low participation rates overall and because of the gender imbalance in enrollment numbers. Statistics are reported for 12th-grade mathematics and science course enrollment, and expectations and solutions are discussed. Among the recommendations are for teachers and educators to faciitate and help devise strategies that will increase participation in science and mathematics and to increase the mathematical ability of Australia's secondary school students. (MKR)

ED 373 957 SE 054 452

Wubbels, Theo
Teacher-Student Relationships in Science and Mathematics Classes. What Research Says to the Science and Mathematics Teacher. Number 11.
PUB DATE- May 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Instruction; Mathematics Teachers; Models; Questionnaires; *Science Instruction; Science Teachers; *Teacher Student Relationship
IDENTIFIERS- Australia; Netherlands; *Questionnaire on Teacher Interaction

This bulletin presents research findings about the interpersonal relationships between science and mathematics teachers and their students. This research is based on studies that used the Questionnaire on Teacher Interaction which gathers data on students' and teachers' perceptions of interpersonal teacher behavior. A reproducible copy of the questionnaire is included and discussed. A study in Australia used a model for interpersonal teacher behavior with two axes--dominance/submission and cooperation/opposition. Results focused on actual classroom behavior and students' perceptions of ideal teachers. A study in the Netherlands investigated interpersonal teacher behavior and its relationship to student achievement and attitudes. Conclusions from both studies show that interpersonal teacher behavior is an important aspect of the learning environment, and is strongly related to student outcomes. (MKR)

ED 373 958 SE 054 453

Harding, Jan; Rennie, Leonie J.
Technology Education in Science and Mathematics. What Research Says to the Science and Mathematics Teacher. Number 10.
PUB DATE- Oct 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

PUB DATE- 94
NOTE- 21p.; Paper presented as partial fulfillment for Master's Degree, St. Joseph College, Connecticut.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cooperative Learning; Elementary Education; *Elementary School Mathematics; *Grouping (Instructional Purposes); Literature Reviews; *Mathematics Achievement; Mathematics Education
IDENTIFIERS- Joplin Plan

This paper reviews the literature on various types of grouping strategies in order to determine which is the most effective in influencing mathematics achievement. After discussing teachers' reasons for grouping and popular grouping strategies, specific research findings on these strategies are reported. Highlights of each grouping strategy are reviewed with recommendations for practice and further research. Grouping strategies discussed include: (1) long-term static groupings, such as homogeneous, heterogeneous, and within-class ability groupings; and (2) short-term flexible groupings, such as team-assisted individualized (TAI) instruction, cooperative learning; and situational grouping. Implications are suggested. Contains 17 references. (MKR)

ED 373 980 SE 054 672

Van Matre, Steve; Johnson, Bruce
Earthkeepers. Four Keys for Helping Young People Live in Harmony with the Earth.
PUB DATE- Jun 88
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Environmental Education; *Physical Environment; *Science Activities; Science Programs
IDENTIFIERS- *Earth

Students must be educated about the planet on which they live. This book presents instructional ideas for anyone who is charged with developing an environmental program for students. Chapter 1, "The Whys, Whats and Ways of Earth Education," provides a description of the program and how it can be used to teach students of their role in securing a safe environment for humans and other living organisms that share this planet with them. Chapter 2, "The Earthkeepers Program," examines how the program accomplishes the aforementioned task. Chapter 3, "The Keys to Becoming a Trainer," discusses how to motivate students to participate in the environmental activities and help students to stay on the task at hand. Chapter 4, "The Earthkeepers Activities," presents various activities that focuses on developing a deeper understanding of one ecological concept, cooperative learning, problem solving, and enhancing students' ability to accept responsibilities within the group. Finally, in chapter 5, "The Leadership Guidelines," provide insights gained from previous experience observing both leaders and learners in the environmental education field. (ZWH)

ED 373 981 SE 054 680

laboratory procedures. Chapter 2, "Micronutrition," discusses media and nutritional requirements for tissue culture studies. Chapter 3, "Sterile Seeds," focuses on the initiation of tissue culture material from sterilized seeds. Chapter 4, "Cloning," presents methods of obtaining shoot multiplication and root development. Chapter 5, "Embryogenesis I," explores the excision of the embryo from seeds and initiation of growth. Chapter 6, "Embryogenesis II," examines the development of embryos from somatic tissues. Chapter 7, "Androgenesis," discusses the development of a haploid plant from pollen. Chapter 8, "Cell Cultures," discusses the development of cells from plant parts and growth without differentiation. Chapter 9, "Protoplast Fusion," presents fusion of cells from unrelated plants. Chapter 10, "Protoplast-Organelle Fusion," explores the fusion of organelles such as the mitochondria or chromoplasts from one species into protoplasts or unrelated plant. Chapter 11, "Phytochemicals I," discusses the extraction of salicylic acid from various plants as an example of drug production. Chapter 12, "Phytochemicals II," discusses lectins-extraction and proof of lectins from Pisum sativum. The final chapter, "Plant DNA," discusses the extraction and purification of DNA from plant material. (ZWH)

ED 374 004 SE 054 886

Tant, Carl
Seed Experiments for Students. Tips & Demonstrations for Teachers & Parents.
PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Botany; *Demonstrations (Science); Electricity; Elementary Secondary Education; Magnets; Music; Noise (Sound); Science Activities; *Science Experiments; *Science Projects
IDENTIFIERS- *Germination; *Seeds

This book provides a short course in the mysteries of seed structure, function, and development. Chapter 1, "Backgrounds, Hints, And Tips For Teachers And Parents," provides a basis for working with the mid-years student. Chapater 2, "Where Do I Start? What Do I Do?" provides procedural tips for science research. Chapter 3, "Peek Inside A Package," presents a description of the physical and physiologic characteristics of seeds. It also includes experiments on shape and structure. Chapter 4, "Watch A Miracle Begin," provides experiments on germination. Chapter 5, "The Man In The Moon Is Watching," encourages students to plant by moon signs and other astronomical phenomena. Chapter 6, "Seeds Sprout In Strange Places," includes Carrot Hanging Basket, Green Haired Potato, and other unusual means of planting seeds. Chapter 7, "Having A Vine Time," utilizes a sweet potato vine for many experiments and decorations. Chapter 8, "Big, Little, Or In Between," presents various experiments related to the size of seeds. Chapter 9, "Turning, Whirling, Climbing, And Sinking," provides experiments dealing with the movement of seeds in germination. Chapter 10, "Take A Deep Breath And Hold It," presents experiments related to oxygen requirements for germination. Chapter 11, "Hard Rock, Light Rock, Country Or Classic?"

Multimedia Bill of Rights; and (4) role playing. The second area suggests curriculum frameworks for elementary, middle, and secondary schools, and adults. The third group listed 8 criteria for state and local programs, and 49 suggestions for possible programs. The fourth group generated 50 ideas that could develop into activities, projects, or programs suited to national implementation. Appendices include the conference objectives, conference agenda, and conference participants. (DK)

ED 374 026 SO 023 831

Gallagher, Arlene; And Others
Sure-Fire Presentations. Revised. Bar/School Partnership Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Civics; Civil Law; Civil Liberties; Constitutional Law; Elementary Secondary Education; High Schools; *Law Related Education; Middle Schools; Resource Materials; Resource Units; Social Studies; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- American Bar Association

Designed to give lawyers 12 practical suggestions that will make their presentations to elementary and secondary students more effective, this document also can be used by teachers. An introduction gives information about working with students: how to get to know students; how to make a presentation to students; how to choose a suitable topic; and how to lead students in discussion. Nine sample lessons including dispute resolution, legal procedure, access to justice, fundamental freedoms, and power and liberty are provided. (RJC)

ED 374 027 SO 023 833

Levi, Judith N.
Language and Law: A Bibliographic Guide to Social Science Research in the U.S.A. Teaching Resource Bulletin No. 4.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Higher Education; Language Research; *Law Related Education; Lawyers; *Linguistics; *Persuasive Discourse; Professional Education; Social Science Research; *Vocabulary
IDENTIFIERS- American Bar Association

This bibliography is intended for anyone who is interested in learning about language and law, including those in the legal profession or legal education, linguistics students, political science students, judges, advocates, and laypeople. The document provides bibliographic information about social science research on language in the judicial process and analyzes the language spoken in legal settings, the language written for legal purposes, and laws that are about language. A

Nelson, Lori J.; Klutas, Kristin
Distinctiveness and Social Interaction.
PUB DATE- 93
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Higher Education; *Individual Characteristics; *Individual Differences; Interpersonal Relationship; *Social Behavior; Social Characteristics; Social Cognition
IDENTIFIERS- *Distinctiveness Effect

This document is the report of a study of the distinctiveness effect on social infraction. Distinctive characteristics are those aspects of a person that are statistically uncommon within a social or cultural context. Previous research shows that people tend to categorize and make judgments about others on the basis of their distinctive characteristics. This phenomenon is referred to as the "distinctiveness effect." Unlike the previous studies, in which the subjects were responding to information about hypothetical people, the purpose of the present study was to demonstrate the distinctiveness effect in responses to real people. The researchers manipulated the perceived distinctiveness categories and examined the effects on responses to members of those categories. A situation was set up in which bogus information about an individual's distinctive characteristics and information about an individual's nondistictive characteristics provided conflicting expectations about that individual. The prediction that the individuals would be judged on the information provided about their supposed distinctive traits was supported. The study showed that people tend to base their judgments about an individual with whom they are unacquainted primarily on information about that individual's distinctive characteristics. This may have a lasting effect on the individual due to self-fulfilling prophecy and the important role of initial expectations on subsequent interaction. (DK)

ED 374 046 SO 024 360

Peters, Richard O.
Enhancing Optimum Learning Moments in Social Studies Instruction.
PUB DATE- May 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; *Learning Strategies; Social Studies; *Student Motivation; Teaching Methods
IDENTIFIERS- *Optimum Learning Moments

This document defines learning as a process of knowledge and skills acquisition, application, reinforcement, and refinement that cannot be rushed. Each student brings to assigned tasks a personal perspective compiled of native abilities, acquired skills, personal interests, prior experiences, the home environment, exposure to diverse learning encounters, culture, attitudes, beliefs, values, and a track record of success related to the formal education process. Although learning is

ED 374 066 SO 024 500

Law in Wyoming.
PUB DATE- 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Civil Law; Constitutional Law; Criminal Law; Due Process; Higher Education; Juvenile Justice; *Law Related Education; Secondary Education; Social Studies; *State Legislation; *Tribal Sovereignty; Tribes
IDENTIFIERS- *Wyoming

This document is intended to give students an overview of laws in Wyoming. Subjects covered include civil and criminal law; courts in Wyoming; juvenile law, juvenile court procedure; rights of children; family law; employment law; automobile-related law; laws affecting the schools; and citizenship rights and responsibilities. The laws and courts of Indian tribes within the state of Wyoming also are presented. A glossary of legal terms concludes the document. (RJC)

ED 374 067 SO 024 501

Bloom, Jennifer, Ed.
Rights of the Accused: Criminal Amendments in the Bill of Rights. A Compilation of Lessons by Minnesota Teachers.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 91
NOTE- 414p.; For related items, see SO 024 499 and SO 024 502-503.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civil Liberties; *Constitutional Law; *Criminal Law; *Due Process; Equal Protection; Intermediate Grades; Junior High Schools; *Law Related Education; Resource Materials; Resource Units
IDENTIFIERS- *Bill of Rights; Hamline University MN; Minnesota

The 36 lessons collected in this publication are designed to introduce students to the rights of the accused and provide a scholarly study of these rights, exploring historical development as well as current application. Lessons are provided for all grade levels. The topics covered include the Bill of Rights, criminal rights amendments, juvenile law, and legal ethics. An appendix contains the U.S. Bill of Rights, a simplified Constitution and Bill of Rights, and the Minnesota Constitution. (RJC)

ED 374 068 SO 024 502

Fairness & Freedom. Courts as a Forum for Justice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 162p.; For related items, see SO 024 499 and SO 024 501-503.
LANGUAGE- English

enhancing LEP adults' employability, civic participation, and involvement in their children's education; resource allocation; and policy and legislative implications. A brief bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 373 613 HE 027 566

Flanigan, Jackson L.; And Others
Tenure and Promotion Procedures: An Analysis of University Policies.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Society of Professors of Education, American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Confidentiality; *Court Litigation; Disclosure; Educational Administration; Equal Opportunities (Jobs); *Faculty Promotion; Higher Education; Peer Evaluation; Policy Analysis; *School Policy; *Tenure
IDENTIFIERS- Supreme Court; *University of Pennsylvania v EEOC

This study examined the impact of the U.S. Supreme Court ruling in University of Pennsylvania v. EEOC as it applies to tenure/promotion practices and the disclosure of peer evaluation information. The 1990 decision ordered the university to turn over confidential tenure files to the federal Equal Employment Opportunity Commission (EEOC) pursuant to the agency's investigation of employment discrimination charges at the university. The study sought to determine how the ruling affected the regulations governing tenure at colleges and universities. A total of 224 institutions of higher education with programs which prepared school administrators were surveyed. Of the 224 participants, 149 returned the survey. The survey found that tenure and promotion meetings were closed in 83 percent of their institutions, and that no change in the tenure or promotion process was noted in 67 percent of the responding institutions during the past 5 years. During that time period the number of granted tenure decisions increased, from 28 in 1987 to 65 in 1991. The number of faculty requesting reviews of denial, the number of tenure challenges, and the number of promotion challenges also increased significantly. The findings revealed that the 1990 court decision has had a definite impact on the tenure and promotion policies at many institutions. (Contains 49 references.) (MDM)

ED 373 614 HE 027 600

Delaney, Anne Marie
Promoting Utilization of Alumni Research: Design and Implementation Strategies. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Alumni; College Graduates; *Graduate Surveys; Higher Education; *Institutional Research;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Comparative Analysis; *Critical Thinking; Higher Education; Intelligence Tests; Predictive Measurement; *Test Construction; Test Format; Testing; Test Reliability
IDENTIFIERS- *AIR Forum; *California Critical Thinking Skills Test (College); Test Equivalence

This study analyzed and tested the equivalence of Forms A and B of the California Critical Thinking Skills Test (CCTST). In designing the CCTST, Form A was composed of 34 items from a bank of 200. To develop a parallel measure, Form B was developed by rewriting 28 of the 34 items and rearranging their order. Study participants were all entering first-year students at a large private university. During other orientation activities 684 students completed Form A and 692 students completed Form B. Results of data comparison found that arithmetic means for the forms were significantly different indicating a lack of equivalence between forms. Principal component analysis and specific patterns of item intercorrelations differed between forms, with the lack of equivalence apparently due to the changes in Form A items which were carried out in order to create Form B items. Internal consistency reliabilities for total sub-test scores were uniformly low, and it appeared the CCTST scores largely reflect verbal intelligence of the type measured by the Student Aptitude Test (SAT). Analysis of the results concluded that CCTST may be acceptable for research purposes but not for decision-making concerning individual students, especially with respect to sub-test scores and score differences. (Contains 33 references and 11 tables of data). (Author/JB)

ED 373 632 HE 027 618

Pike, Gary R.
The Relationship between Self Reports of College Experiences and Achievement-Test Scores. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 38p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *College Outcomes Assessment; College Seniors; *Comparative Analysis; Higher Education; *Self Evaluation (Individuals); Student Attitudes; Test Format; Testing; Test Reliability
IDENTIFIERS- *AIR Forum; *College Basic Academic Subjects Examination; *Student Self Report; University of Tennessee Knoxville

This paper examines the proposed use of student self-report data as proxies for College Basic Academic Subjects Examination (College BASE) scores and as policy indicators of good educational practice. A recent study by the National Center for Higher Education Management Systems had recommended this use of student self-reports. For this study 540 seniors at the University of Tennessee, Knoxville (UTK) completed the College BASE and a survey designed to elicit students' perceptions of their college experiences. Also, a randomly selected group took the College BASE, and those who did not take the test wrote a series of essays and completed a senior survey. Analysis using a multitrait-multimethod approach provided limited support for using self reports of cognitive development during college as better retained after the 4 years than African-Americans, though African-Americans showed higher retention rates than Hispanics and Whites in the first 2 years. For all students, more dropped out at the end of the second year than any other time. High-achieving African-American students who talked with faculty outside class were better retained than those who did not. Faculty/student interaction, including advisor help in scheduling courses, knowing advisor's name, and being impressed with the faculty, was found to have significant effects on retention for all African-American students. Results indicate that there are different profiles for students who stop attending at different times during the college career, and suggest that freshman experiences can predict those students who are prone to drop out in later years. (Contains 22 references.) (Author/JDD)

ED 373 651 HE 027 637

Hurst, Peter J.
Enhancing Strategic Planning through Campus Surveys. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Planning; Data Collection; Higher Education; Information Sources; *Institutional Mission; Institutional Research; *Participant Satisfaction; Private Colleges; School Role; *School Surveys; *Strategic Planning
IDENTIFIERS- *AIR Forum; *Cornell University NY

This case study presents Cornell University's use of campus surveying to gather information from stakeholders for strategic planning purposes. The case study emphasizes how survey creation, distribution, analysis, and reporting of findings was woven into the strategic planning process. Every step of the process, from item generation to the use of post-survey focus groups, was designed to maximize the legitimacy of the resulting data and raise the visibility of the strategic planning process within the university community. The overall process was closely monitored by a Strategic Planning Advisory Board comprised of students, employees, faculty members, administrators, community members, and an alumni/trustee. The Stakeholder Analysis Committee determined the major stakeholder groups and designed a survey instrument to be mailed. The survey of students, faculty, and staff members found that the majority of all three groups were satisfied with their relationship with Cornell. All three groups rated dedication to teaching as more important than dedication to research, while all three felt that the university's dedication to research actually guided operations. The survey also analyzed satisfaction with specific aspects of the Cornell environment, the extent to which Cornell follows its operating philosophy and values, and agreement with proposed university priorities. (JDD)

ED 373 652 HE 027 638

Zuniga, Robin Etter; Johnstone, Sally M.
New Pathways to a Degree: An Assessment of the Use of Instructional Technologies at Seven Institutions. AIR 1994

ED 373 670 HE 027 656

Franco Arbelaez, Augusto
Cuanto vale Estudiar un Postgrado en America Latina? (How Much do Post-Graduate Studies Cost in Latin America?).
PUB DATE- 93
NOTE- 76p.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Enrollment; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; *International Educational Exchange; *Student Costs; *Tuition; *Universities
IDENTIFIERS- Europe; *Latin America; United States

This study, conducted by the Panamerican Association of Educational Credit Institutions (APICE), examined the cost of graduate education in nine Latin American countries. The study was intended to promote graduate and educational exchange within the region, as opposed to exchanges between Latin America and the United States or Europe. Institutions in Bolivia, Brazil, Colombia, Costa Rica, Ecuador, Peru, the Dominican Republic, Uruguay, and Venezuela were surveyed concerning the costs of tuition, housing, meals, and other expenses. The study found costs to be relatively low in Ecuador and Venezuela, and relatively high in Brazil. Comparisons with representative institutions in the United States and Europe were also made. The bulk of the report is in Spanish, with the introduction and conclusion in both Spanish and English. (MDM)

ED 373 671 HE 027 657

Access to Quality: Common Directions for Uncommon Times.
PUB DATE- Dec 92
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; College Instruction; College Planning; College Programs; *College Role; Educational Cooperation; *Educational Quality; Governance; Government School Relationship; Higher Education; *Institutional Mission; Long Range Planning; *Mission Statements; State History; State Standards; *State Universities
IDENTIFIERS- *South Dakota; South Dakota Board of Regents

This report discusses the formulation of a common mission statement by the South Dakota Board of Regents System of state-supported higher education. Twelve directions are identified in light of the system's needs and the state environment in South Dakota. These include: (1) ensuring the quality of undergraduate education; (2) selectively improving specific graduate programs; (3) creating a quality teaching and learning environment; (4) developing areas of excellence; (5) embracing pluralism; (6) encouraging institutional flexibility and responsibility; (7) fostering collaborative relationships with groups external to the university system; (8) increasing public awareness and appreciation for higher education; (9) seeking adequate funding; (10) seeking competitive compensation for staff; (11) providing appropriate facilities and equipment; and (12) maximizing the delivery of programs and services through innovation and advanced technology. The report also addresses assumptions in the areas of mission and planning, state demographics, governance, student populations, programs,

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Curriculum; Higher Education; *Integrated Curriculum; *International Education; *International Studies; International Trade; *Second Language Instruction; Team Teaching
IDENTIFIERS- Canada; *French Speaking; *Mexico

This paper examines the need for the integration of language and business studies to enhance successful implementation of the North American Free Trade Agreement. For college and university graduates to deal effectively with French-Canadian and Mexican business people and consumers, they must be exposed to their languages and their cultures. This exposure could come, in part, from jointly teaching courses in business studies and language studies, such as Principles of Marketing, Human Resource Management, Consumer Behavior, Commercial French, and Spanish Culture. Such joint efforts might require that educators engage in further study in deficient areas, through university courses, international internships, international travel, and language and business educators working with one another on a continuing basis. Once business and language educators are able to team teach such courses, they can develop a curriculum and individual courses that guarantee a truly integrated academic experience. Internships for international business or international studies students are another method of increasing cultural awareness. International business and international studies programs should also build international negotiation skills, perhaps by conducting mock negotiations in either French or Spanish. (JDD)

ED 373 689 HE 027 685

Fadiman, Jeffrey A.; And Others
"Your Son Is My Son"--Black African Management Principles: An Overseas Marketers Guide.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Principles; *Blacks; *Business Administration; *Cultural Differences; Foreign Countries; *International Trade; Marketing; Racial Differences
IDENTIFIERS- *Africans

This paper notes that most Americans believe that Black African firms operate their businesses along European lines. Within America's business community, the study of Black Africa now enters its third decade of benign neglect. Reasons for Americans remaining blind to Black African business principles include ignorance of Africa's complex past, Africans' use of management styles outside the normal range of western commercial thought, and dislike of commercial ambiguity which is sometimes encouraged by Black African cultures. African tradition impacting the small entrepreneur in starting a firm is discussed, focusing on both identifying overt behavior and analyzing underlying principles. The discussion addresses: financing a firm, organizing a firm, in-house decision making, staffing, and client relations. Recommendations include: consider the "kinship" factor, recognize the importance of "playing to" the elders, consider the impact of "African time" on launching a venture, personalize the manager's authority, environments. Six recommendations are made to guide such research: (1) a variety of paradigms should be explored, including positivist, interpretivist, qualitative, critical theory, and postmodernist; (2) research should be grounded in broad and comprehensive theory; (3) study subjects should be involved in learning that is meaningful for them; (4) research should use commercially viable products; (5) field-based research is preferable; and (6) research protocols used by software usability testing laboratories may provide guidance. Questions should focus on how learners process graphics. (Contains 62 references.) (SLD)

ED 373 708 IR 016 718

Cochenour, John; And Others
Survey of Compressed Video Applications: Higher Education, K-12, and the Private Sector, 1993.
PUB DATE- 94
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Higher Education; *Interactive Video; *Private Sector; Professional Associations; Schools; Surveys; *Technological Advancement; *Telecommunications; *Video Equipment
IDENTIFIERS- Association for Educational Communications Tech; *Compressed Video; Transmitters

This paper presents the results of three surveys about live, two-way interactive video (compressed video) and discusses some possible trends in its use, applications, and technological development. Surveys are an Association for Educational Communications and Technology (AECT) survey that has not been completed; one from the "International Video Teleconferencing Source Book," which lists over 900 users in the United States; and the National Association of State Telecommunications Directors survey of 10 western states. There is a broad trend toward the use of lower transmission rates among educational institutions. The current edition of the "Source Book" states that 71% of educational institutions use transmission rates of 384 Kbps or lower. There is a general increase in the use of VideoTelecom equipment. Noneducational users also tend to use lower transmission rates, confirming the overall trend toward lower bandwidth technology. Nine figures illustrate the survey findings. (Contains 3 references.) (SLD)

ED 373 709 IR 016 719

Cole, Peggy
A Cognitive Model of Journal Writing.
PUB DATE- 94
NOTE- 25p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

lives. Students typically fear theory classes because they do not want to appear foolish or because theoretical discourse is alienating in its vocabulary or apparently lacking relevance. However, theory cannot be regarded as a merely academic issue. Teaching through dialog is a necessity to ensure the engagement of students in learning and in the exchange of ideas. A research-project form is provided as a model for students to use in asking questions, posing problems, and describing, interpreting, and evaluating their data. (Contains 6 references.) (SLD)

ED 373 727 IR 016 737

Koneman, Philip A.; Jonassen, David H.
Hypertext Interface Design and Structural Knowledge Acquisition.
PUB DATE- 94
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); *Cognitive Structures; *Computer Assisted Instruction; Computer Interfaces; *Computer Software Development; Expert Systems; *Hypermedia; *Learning Processes

Hypertext is well-suited for educational applications where open learning and knowledge exploration is desired. In such applications, principles of good hypertext interface design should be employed to avoid navigational problems so as to maximize learning. Interface design, however, may also directly enhance acquisition of a particular knowledge structure. An interface that is based upon an expert's structural knowledge map may assist novice learners in developing a more sophisticated knowledge structure more closely resembling that of an expert. Pathfinder networks have been used successfully to differentiate expert and novice knowledge structures. The procedures described in this paper were used to design a structured interface for use in a research study currently in progress. Two microcomputer programs were used to develop the interface: The Knowledge Network Orientation Tool (KNOT) was used to create the pathfinder network, and Asymetrix Toolbook for the hypertext application. (Contains 19 references.) (Author/JLB)

ED 373 728 IR 016 738

Larson, Jan; Smith, Marian A.
An Assessment of the Computer Literacy and Computer Attitudes of Incoming First-Year Students at the University of Wisconsin-Eau Claire.
PUB DATE- 94
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

the treatment group also received training in learning strategies. The treatment resulted in significant performance increases in some areas. There were no significant increases in motivation resulting from treatment, but there were tendencies toward more overall learning-strategy use in the treatment group. Complex synergistic interactions among learning-strategy value, individual characteristics, motivation, and learning-strategy use in the "black boxes" of the mind are suggested by treatment effects. Implications for practice include the integration by educators and students of task-related learning strategies into educational programs at all levels. The instructional package should include subject content knowledge, learning strategies, and attributions awareness. Appendix A provides operational definitions and appendix B contains 11 tables of correlations and findings. (Contains 20 references.) (SLD)

ED 373 746 IR 016 756

Orey, Michael A.; Nelson, Wayne A.
Situated Learning and the Limits of Applying the Results of These Data to the Theories of Cognitive Apprenticeships.
PUB DATE- 94
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cooperation; *Educational Practices; *Educational Theories; Experiential Learning; Holistic Approach; *Knowledge Level; Learner Controlled Instruction; *Learning; *Teaching Methods
IDENTIFIERS- *Cognitive Apprenticeships; *Situated Learning

The characteristics and elements of situated learning are described, along with some approaches that use this perspective. Situated cognition proposes a radically different explanation of learning that conceives of it largely as a social phenomenon rather than a process occurring within the mind of the individual. Situated learning requires essential actors and participatory relationships beyond those common to current educational practices. Situated cognition suggests that knowledge is a relation between an individual and a social or physical situation. A growing body of evidence suggests that knowledge acquired in specific situations is more powerful and useful than so-called general knowledge. One of the most widely discussed features of situated cognition is the notion of cognitive apprenticeships as a way for learners to become participants in a community of practice. Implementing cognitive apprenticeships or integrating situated learning in any aspect will not be easy. It will require redefinition of instruction and the development of tools and environments that support communication and collaboration among learners and experts. (Contains 30 references.) (SLD)

ED 373 747 IR 016 757

Orey, Michael A.; Nelson, Wayne A.
Visualization Techniques for Examining Learner Interactions with HyperMedia Environments.

(Psychology); Student Attitudes; Student Motivation; Undergraduate Students

This research experiment studied the effect of humor versus non-humor on learning and retention of a computer-based instructional (CBI) lesson on tick identification. The experiment also surveyed the subjects' enjoyment of the lesson material, their personal experiences with ticks, and their concerns about ticks and tick-borne diseases. Undergraduate students from a statistics class (N=115) were randomly assigned to one of two treatment groups or the control group. The subjects were given a delayed post test one week after the treatment. The control group received the test only. The results indicated no significant difference between treatment groups in terms of learning and retention or in terms of enjoyment. However, the humor group was significantly more worried about ticks than the non-humor group Implications of these results are discussed. (Contains 30 references.) (Author/JLB)

ED 373 765 IR 016 775

Surry, Daniel W.; Gustafson, Kent L.
The Role of Perceptions in Instructional Development and Adoption.
PUB DATE- 94
NOTE- 25p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Adults; *Attitudes; *Computer Assisted Instruction; Courseware; Decision Making; *Instructional Development; Interviews; *Learning Modules; Questionnaires; Technological Advancement; Training Methods; User Needs (Information); Weather
IDENTIFIERS- Perception Research; Weather Forecasting

The roles of perceptions in instructional development and adoption processes were studied with regard to the attributes of three computer-based learning modules designed for use in weather-forecasting agencies as on-site training for forecasters. Twenty-nine forecasters were the potential adoption group studied as intended end-users. Seven instructional developers who had worked on the design and development of the modules were interviewed about their perceptions. In addition, 32 forecasters completed questionnaires about the modules. Developers tended to discuss the modules in terms of how they fit into the overall weather-forecasting organization, seeming to view the agencies as the potential adopters. Compatibility, complexity, and relative advantage were important perceptions in a forecaster's decision to adopt the learning modules, but the ability to conduct trials or observe results did not emerge as important perceptions for adopters. Implications for the adoption of technology are considered. Two figures and two tables illustrate the discussion. (Contains 24 references.) (SLD)

ED 373 766 IR 016 776

Wilson, Brent; Smith, Steven D.
The Tenure Decision: A Readers Theater on Constructivism.
PUB DATE- 94

distributed to 73 students. Students' attitudes toward the problems, their causes, and means to prevent future occurrence were examined. The findings and implications of the survey are discussed. Three tables of the findings are presented, and the questionnaire and students' comments are appended. (Contains 6 references.) (Author/JLB)

ED 373 786 IR 055 142

Last Mile Standards: Communications Review for Public Education.
SPONS. AGENCY- Arizona Educational and Informational Telecommunications Cooperative, Phoenix.
PUB DATE- 93
NOTE- 162p.; For the proceedings of a related conference, see IR 055 143.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; *Computer Networks; Cooperatives; *Educational Planning; Educational Technology; Elementary Secondary Education; Futures (of Society); *Information Networks; Public Education; Research Needs; *Standards; State Programs; Technological Advancement; *Telecommunications
IDENTIFIERS- Arizona; *Information Infrastructure; Internet; *Networking

This report by the Arizona Educational and Informational Telecommunications Cooperative (AEITC) is a review of Arizona networks, applications, Internet, organizations, and recommendations for telecommunications connectivity across the state of Arizona. It identifies the issues that exist when considering technology pertinent to public education and an Arizona information highway. Special emphasis is placed on the K-12 community to help plan, procure, and implement the technology needed to stay competitive in education and to keep pace with the information highway. The issues of statewide networking; connection to the Internet; and network management and support are identified and discussed. The following topics concerning networks are presented: industry standard protocol; goal(s) and priorities; industry standards for goals; measurements; standards challenges; criticality; performance; security; management; distribution; and interconnections. Next, the standards and recommendations for implementing the following network applications are given: fax; electronic mail; electronic conferencing; file transfer; information services; data types; and video conferencing. Other topics include: planning for cable installation; internetworking; network storage media; and network financial considerations. The goals and objectives of the AEITC are listed. Finally, areas for further study by the AEITC concerning networking are identified. A glossary and a bibliography are also included. (Contains 72 references.) (JLB)

ED 373 787 IR 055 143

O'Dell, Janelle E., Ed.
Arizona: The State of Telecommunications for the 21st Century. The Proceedings and Findings of the Arizona Telecommunications Issues and Policy Symposium (Phoenix, Arizona, September 29-October 1, 1993).
PUB DATE- 93
NOTE- 123p.; For a related document, see IR 055 142.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

American Indian Reservations; *Background; Community Colleges; Cultural Background; *Educational History; Federal Indian Relationship; Government School Relationship; *School Community Relationship; *Tribally Controlled Education; Tribal Sovereignty; *Two Year Colleges
IDENTIFIERS- Native Americans

This book traces the development of tribally controlled colleges (TCC), placing them in a historical context within Native American higher education and within the junior and community college movement. It examines the first 10 years of the movement, focusing in particular on six TCC's and the American Indian Higher Education Consortium (AIHEC), designed to promote unity among TCC's. Chapter I discusses the antecedents of the TCC's, their historical legacy, and the context of the junior and community college movement. Chapters II through VII provide in-depth histories of: Navajo Community College (Arizona), Deganawidah-Quetzalcoatl University (California), Oglala Lakota College (South Dakota), Sinte Gleska College (South Dakota), Turtle Mountain Community College (North Dakota), and Standing Rock Community College (North Dakota). Focusing largely on the period between 1968 and 1978, each historical profile looks at the founding of the college, fund raising, curriculum, philosophy, politics, and developments at the college after 1978. Chapter VIII discusses the AIHEC's background and needs, founding, legislation, and recent developments. Chapter IX profiles the second and third wave of TCC's. It includes discussions of the development of 15 TCC's. Chapter X offers conclusions, stressing the importance of the support of tribal council legislation and tribal community activism, and contending that the philosophy and curricula of TCC's make them unique in the community college movement. An appendix reviews the study's methodology, sources, and definitions. (MAB)

ED 373 810 JC 940 455

Seagren, Alan T.; And Others
Academic Leadership in Community Colleges.
PUB DATE- 94
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; *Administrator Role; *Community Colleges; *Department Heads; Faculty Development; Foreign Countries; Leadership; National Surveys; Organizational Change; Questionnaires; Two Year Colleges

Drawing from a national survey of 9,000 community and technical college department chairs in the United States and Canada, this book offers insights on the personal characteristics, responsibilities, challenges, and strategies of chairs. Chapter 1 provides an overview of the study, including information on its rationale and purpose, instrument development, the population surveyed, and research design and procedures. Based on responses from approximately 3,000 chairs, chapter 2 offers a profile of the individual demographic characteristics of the respondents, and their prior experience, type of appointment, and future goals. Chapter 3 focuses on the characteristics of instructional units and their campuses, providing information on number of students and faculty, instructional focus, degrees offered, and instructional programs provided. In chapter 4, the chairs' beliefs and values are examined with respect to curriculum, students, mission, access, admissions policies, and beneficial WRHC courses were speech, career planning, English, education, psychology, math and business; (9) the most beneficial outcomes for alumni were communication skills, greater maturity and self-confidence; and (10) the least attained outcomes were managerial skills, and specific job knowledge and skills. (KP)

ED 373 828 JC 940 478

Lucas, J. A.; Meltesen, C.
Follow-Up Study of Former Harper College Sociology and/or Anthropology Graduates. Volume XXII, Number 13, February 1994.
PUB DATE- Feb 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Anthropology; College Transfer Students; Community Colleges; Comparative Analysis; Followup Studies; Grades (Scholastic); *Participant Satisfaction; Program Evaluation; Questionnaires; *Sociology; Student Evaluation of Teacher Performance; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A follow-up study was conducted at William Rainey Harper College (Illinois) to gather information from former sociology and/or anthropology students that would be useful in evaluating the sociology/anthropology department. All 696 students who had been enrolled in the last 5 years and had taken at least three courses in sociology and/or anthropology were identified. A random sample of 300 students were surveyed by mail. Study findings, based on a 32% response rate, included the following: (1) among respondents, 63% took the anthropology and sociology courses as a general education requirement, 23% took them towards a major or minor, and 14% took them for their own personal development; (2) students who took three or more anthropology/sociology courses had higher grade point averages in their areas and were more likely to be new college students than students who took only one course in these areas; (3) the four highest rated aspects of the learning environment of anthropology/sociology courses were quality of instruction, effectiveness of teaching methods, the raising of horizons, and the fairness of teaching; (4) among students who transferred and compared their experiences at both institutions, three aspects were rated as a little better at WRHC; i.e., effectiveness of teaching methods, fairness of grading, and quality of instruction; (5) 18% of the respondents indicated that having a term paper assignment in these courses would have been helpful, and 39% indicated that it might have helped; and (6) two-thirds of the respondents provided general comments on the survey instrument, with 86% being positive in nature. The survey instrument and respondent comments are included. (KP)

ED 373 829 JC 940 479

Lucas, John A.; Meltesen, Cal
Follow-Up Study of 1992 Harper College Harper College Career Alumni. Volume XXII, Number 14, March 1994.
PUB DATE- Mar 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

established in 1989 as a national project to improve transfer between two- and four-year institutions, especially for low-income, black, and Hispanic students. This volume describes the results of three types of grants awarded by the center to two- and four-year institutions: Core Curriculum Grants ($200,000), awarded for the development of at least 50% of a core curriculum meeting degree requirements at both institutions; Phase II Partnership Grants ($25,000), designed to continue the initial partnership grant program and fund efforts to revitalize faculty relationships, shared pedagogy, joint curriculum development, and general education arrangements; and Supplemental Grants ($10,000), awarded to partnership grant schools requiring additional support to continue their efforts. An evaluation of the grant programs and other facets of the center's work suggested the importance of dialogue between faculty at two- and four-year institutions; partnership between two- and four-year colleges in the development of a core curriculum; institutional support and recognition; opportunities for faculty exchanges and concurrent student enrollment; and realistic expectations of the amount of change possible as a result of a relatively small external grant. The bulk of this report contains detailed descriptions of 4 projects funded by Core Curriculum Grants; 8 Partnership Grants projects; and 15 Supplemental Grant projects. (MAB)

ED 373 846   JC 940 497

Wilson, Daniel C.; And Others
Integrating a Statewide Effectiveness Model with Quality Improvement Methods at Western Wisconsin Technical College.
PUB DATE- 23 Aug 94
NOTE- 12p.; Paper presented at the Summer Institute on Institutional Effectiveness and Student Success (6th, Atlantic City, NJ, June 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Accreditation (Institutions); *College Outcomes Assessment; *Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; State Programs; *Statewide Planning; Technical Institutes; Total Quality Management; Two Year Colleges
IDENTIFIERS- *Western Wisconsin Technical College; Wisconsin

Since 1988, Western Wisconsin Technical College (WWTC) has taken a leadership role in integrating institutional effectiveness activities within the Wisconsin Technical College System (WTCS). In December 1992, the WTCS Administrators Association and the WTCS State Board agreed to work with the University of Michigan's Community College Consortium to develop an institutional effectiveness model that would provide a valid and consistent means of evaluating the performance of each college and the system as a whole. The statewide effectiveness modeling project sought to identify core indicators that could be used by WTCS colleges to respond to accountability initiatives, accreditation requirements, federal reporting requirements, and quality management initiatives. In its adaptation of the statewide model, WWTC took the following steps: (1) representatives were selected to attend a state conference on institutional effectiveness; (2) an institutional effectiveness committee was formed; (3) the committee adapted the WTCS model by determining whether each core indicator in the model applied to the mission of WWTC and whether it could writing, and simulation games. (MDM)

ED 373 863 PS 022 429

Slavin, Robert E.; And Others
Success for All: A Relentless Approach to Prevention and Early Intervention in Elementary Schools. ERS Monograph.
SPONS. AGENCY- Abell Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Early Intervention; Educational Change; Family Programs; *High Risk Students; Integrated Services; *Language Arts; Preschool Education; *Prevention; Primary Education; Program Descriptions; Program Effectiveness; Public Policy; Staff Development; Success; Tutoring; *Writing Skills
IDENTIFIERS- Program Characteristics; *Success for All Program

This monograph describes the Success for All program, developed in 1986 by the Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University. The program is built around the idea that every child can and must succeed in the early grades, and that all aspects of school and classroom organization should be directed toward preventing academic deficits from appearing in the first place, recognizing and intervening when any deficits do appear, and providing students with a rich and full curriculum to enable them to build upon a firm foundation in basic skills. The academic focus of the program is on the development of writing and language arts skills through cooperative learning. The eight chapters in this monograph discuss: (1) the origins of the program; (2) language arts components; (3) tutoring programs; (4) prekindergarten and kindergarten programs; (5) family support and integrated services; (6) facilitating change: staff development and school restructuring; (7) research on the effectiveness of Success for All in various schools; and (8) the policy implications of the Success for All program. A concluding section illustrates specific strategies, procedures, and materials that are discussed in the text. Contains 77 references. (MDM)

ED 373 864 PS 022 431

Musick, Judith Smith; Weissbourd, Bernice
Guidelines for Establishing Family Resource Programs.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Family (Sociological Unit); Family Counseling; *Family Problems; *Family Programs; Guidelines; Outreach Programs; Parent Counseling; Parent Education; *Prevention
IDENTIFIERS- Family Advocacy; Family Preservation Services; *Family Resource and Support Programs; *Family Support; Parent Resources

PUB DATE- 23 Nov 93
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; *Educational Assessment; Followup Studies; Kindergarten; Minority Groups; *Outcomes of Education; *Preschool Children; *Preschool Education; Primary Education; *Public Education; Questionnaires; School Demography; School Readiness; *State Surveys; Student Adjustment; Student Transportation; Teacher Attitudes
IDENTIFIERS- *North Carolina; Project Head Start

Between 1991 and 1993, a statewide study of public preschool practices in North Carolina was conducted to determine the characteristics of pre-kindergarten programs and of the children and families they served; short-term outcomes for children; and kindergarten outcomes for children who attended public preschool compared to those with other preschool experiences. The study involved surveys of 170 public preschool administrators and teachers, 63 classroom visits, and the collection of preschool ratings by teachers of over 1,000 preschool children. In addition, 260 of these preschoolers were followed into kindergarten and compared with 288 of their peers who had attended public preschools, Head Start programs, other community child care programs, or no programs. Study findings included the following: (1) there was a wide range of quality and appropriateness of preschool classes in North Carolina; (2) teachers predicted that at the end of the pre-kindergarten year, 91.4% of the age-eligible children would be heading to kindergarten; and (3) the majority of the children served by the public preschools were ethnic minorities, and their relatively greater improvement suggests that these programs are benefiting this group. Based on study findings, it was recommended that public preschool programs in North Carolina improve cultural awareness activities, toileting facilities and practices, gross motor equipment, dramatic play materials, and professional opportunities for staff. The Appendix contains questionnaires and measures used. (AC)

ED 373 883 PS 022 559

Alternative Work Schedules: Many Agencies Do Not Allow Employees the Full Flexibility Permitted by Law. Report to Congressional Committees.
PUB DATE- Mar 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Federal Government; *Federal Programs; *Flexible Working Hours; Fringe Benefits; Job Satisfaction; *Personnel Policy; *Public Agencies; Supervision
IDENTIFIERS- *Federal Employees

A review was conducted of the extent to which selected federal agencies are allowing employees to use alternative work schedules (AWS) as authorized by the Federal Employees Flexible and Compressed Work Schedules Act. The statute permits, rather than requires, agencies to institute AWS programs. The study surveyed the policies and practices of 59 federal organizations of various sizes. Two of the 59 organizations had no AWS program, and the majority of the others limited work schedule flexibility. Many of these organizations allowed relatively few and nutrition. Appendices provide checklists for license applicants, a summary of licensing requirements, and additional information about health, safety, and policy in home day care. A bibliography and a directory of state agencies are also included. (TM)

ED 373 901 PS 022 641

Henry, Jeanie
How To Start a Licensed Child Care Home.
PUB DATE- Jun 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration; *Certification; Check Lists; *Day Care Centers; Early Childhood Education; *Family Day Care: Guidelines; Parent School Relationship; *Program Implementation; Resource Materials; State Standards
IDENTIFIERS- Alaska

This booklet was designed as a resource for people applying for a license as a family child care home or a family child care group home under Alaska state licensing requirements. Following an introduction that explains the difference between the two types of child care homes, the booklet considers the following topics: (1) choosing family child care as a career; (2) child care licensing, its purposes and benefits; (3) how to get a child care license; (4) family child care as a business, focusing on such considerations as policies, record keeping, income taxes, and insurance; and (5) family child care as a profession, including a list of organizations in Alaska that can provide information, training, and financial aid opportunities. Separate checklists for home and group home license applicants are provided, listing documents to be submitted, items the licensor will check for during a home visit, and documents that need to be available for the licensor's review. State licensing requirements for both types of child care homes are also provided, covering staff, safety, health, equipment and supplies, nutrition, number of children, program objectives, discipline, and parents. A directory of child care licensing offices and sources for information and assistance concludes the booklet. (AC)

ED 373 902 PS 022 644

Tree Amigos.
PUB DATE- 93
NOTE- 436p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Cultural Awareness; Cultural Exchange; *Ecology; Elementary Secondary Education; *Environmental Education; *Forestry; Global Approach; Instructional Materials; *Intercultural Programs; Land Use; Learning Activities; Natural Resources; Preschool Education; Program Implementation; Recycling; Resource Materials
IDENTIFIERS- *Environmental Awareness; Environmental Issues;

children for various stated purposes. The report next focuses on six countries whose experiences are most relevant to the United States, providing an overview of child care coverage and options, administration, costs, educational philosophy, staffing, and family support services. Detailed profiles of specific schools, programs, or initiatives are also included. Highlighted findings include the following: (1) Denmark has the highest coverage of child care provision for children under age 3 in Western Europe, combining center care and family day care of high quality; (2) in France, services for children under age 3 are under health auspices, while its preschool program service for children aged 2 to 5 years is under education auspices, and family support services are emerging out of this base as a universal program; (3) Italy has almost all of its 3- to 5-year-olds enrolled in preschool, but has only limited coverage for children under age 3; (4) Finland and Sweden, in systems covering all children to age 7, have pioneered parental at-home options for infant care, while also legislating a right to a guaranteed child care place; and (5) England has the smallest proportion of very young children in out-of-home child care. (AC)

ED 373 921 PS 022 705

Para Candidatos en Programas de Centros de Cuidado y Educacion Infantil con Ninos de Edad Pre-escolar: Asociado en Desarrollo Infantil Sistema de Evaluacion y Normas de Competencia CDA (Preschool Caregivers in Center-Based Programs: The Child Development Associate Assessment System and Competency Standards).
PUB DATE- Jul 93
NOTE- 87p.; For English version, see ED 365 459.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Credentials; *Day Care; *Day Care Centers; Evaluation Criteria; Evaluation Methods; Preschool Children; Preschool Education; *Preschool Evaluation; Standards
IDENTIFIERS- CDA; *CDA Credential; *Child Development Associate

This Spanish-language booklet outlines the requirements of the Child Development Associate (CDA) credential for preschool teachers or caregivers who work in center-based preschool day care programs. Part 1 provides an overview of the CDA credentialing system and the various options, settings, standards, and stages of the CDA assessment system. Part 2 explains the eligibility and documentation requirements. Part 3 delineates specific competency standards in the areas of: (1) safety; (2) health; (3) learning environment; (4) physical development; (5) cognitive development; (6) communicative ability; (7) creativity; (8) individual behavior; (9) socialization; (10) guidance; (11) family-school relations; (12) program management; and (13) professionalism. Part 4 contains four appendixes that provide a history of the CDA program, a glossary of CDA terms, advisory eligibility requirements, and council representative eligibility requirements. (HTH)

ED 373 922 PS 022 706

Para Candidatos en Programas de Centros de Cuidado y Educacion Infantil con Bebes y "Toddlers": Asociado en Desarrollo Infantil Sistema de Evaluacion y Normas de Competencia CDA (Infant/Toddler Caregivers in Center-Based Programs: The Child

Education; Sex Discrimination; State Officials; Teaching Experience; *Women Administrators; Womens Studies
IDENTIFIERS- *Blanton (Annie Webb); Delta Kappa Gamma; *Texas; University of Texas

This biography chronicles the life and career of Annie Webb Blanton (1870-1945), who was the first woman state superintendent of public instruction in Texas. She was elected to this post in 1918, 2 years before women were allowed to vote in general elections. Like many other young women during the 19th century, Blanton began her teaching career as a rural school teacher. While teaching, she completed requirements for an education degree from the University of Texas. Her early teaching experience influenced her ideas concerning the needs of rural schools, needs that would become a priority when she became superintendent. Blanton's ascent as a leader among Texas educators began with her election as president of the Texas State Teachers Association in 1916. She subsequently served 4 years as state superintendent of public instruction; established a career as a professor of education at the University of Texas, where she became an expert in rural education training; and founded what is now an international society for women educators, Delta Kappa Gamma. In the course of pursuing her intellectual and career goals, Blanton quickly became aware of the discrimination facing women who undertook such endeavors and of the substantial loss of potential that such discrimination creates. These experiences inspired her consistent, lifelong effort to unite competent, experienced women teachers to fight professional unfairness and improve Texas schools. Includes notes to the text, an extensive bibliography, and an index. (LP)

ED 373 939 RC 019 724

Sitton, Thad; Rowold, Milam C.
Ringing the Children In: Texas Country Schools.
PUB DATE- 87
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Community Schools; *Consolidated Schools; *Educational History; Elementary Secondary Education; *One Teacher Schools; Oral History; Personal Narratives; Rural Education; *Rural Schools; *School Community Relationship; Student Attitudes; Teacher Attitudes; *Teaching Experience
IDENTIFIERS- *Texas

This book explores the country schoolhouses of Texas' rural past. Sources include interviews with dozens of former country schoolteachers and students and first-person narratives collected from written works. Chapters cover the following topics: (1) history of public education and country schools in Texas; (2) distance travelled by teachers and students, usually on foot, to get to school; (3) the political issue of location of the school; (4) reminiscences by teachers of the first day of the school year and the first day of teaching; (5) types of school buildings, and problems in obtaining water, heat, and toilet facilities; (6) daily schedules, subjects taught, and teaching strategies; (7) provision of food at school, recess activities, and sports; (8) discipline; (9) the school as a center for community entertainment; (10) teacher credentials, teacher role, and requirements of trustees; (11) consolidation of small rural schools; and (12) the advantages of small, rural schools. Contains numerous photographs, notes, a selected

DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; Mathematics Instruction; Questionnaires; *Science Curriculum; Science Instruction; *Student Attitudes; *Teacher Role; *Technology Education
IDENTIFIERS- *Technology Integration

This bulletin discusses the concept of technology and the nature of technology education in Australia, including: technological literacy, technological awareness, technological capability, and information technology. Recent curriculum developments in technology and what they mean for teachers' roles in mathematics and science are explored. In order to help teachers develop lessons that take into account students' views, three methods that teachers could use to find out what their students think about technology are explained. These are: writing an essay; responding to a survey; and drawing a picture. A reproducible copy of a technology questionnaire is included. (MKR)

ED 373 959 SE 054 454

Miller, L. Diane
Writing in Mathematics Classes. What Research Says to the Science and Mathematics Teacher. Number 9.
PUB DATE- May 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Writing; Foreign Countries; High Schools; *High School Students; *Mathematics Instruction; *Mathematics Teachers; *Writing Across the Curriculum
IDENTIFIERS- Australia

This publication describes how writing in mathematics classes in Australia can be beneficial to students and their teachers, including: journal writing, expository writing, and transactional writing. In addition, it reports the results of a study that examined benefits derived by five secondary school mathematics teachers from reading their students' responses to timed, in-class, impromptu writing assignments. The bulletin presents suggestions for getting started for teachers who decide to implement writing activities in their classrooms. Contains 15 references. (MKR)

ED 373 960 SE 054 456

Masingila, Joanna O.; And Others
Mathematics Learning and Practice In and Out of School: A Framework for Making These Experiences Complementary.
SPONS. AGENCY- Syracuse Univ., N.Y.
PUB DATE- 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (72nd, Indianapolis, IN, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Experience; Elementary Secondary Education; *Experiential Learning; Mathematics Curriculum; *Mathematics Instruction; Models; Prior Learning; *Student Experience; *Teaching Methods

Mathematics learning and practice in school and out of school

Bones, David, Ed.
Getting Started: A Guide to Bringing Environmental Education into Your Classroom.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Endangered Species; *Energy Conservation; Environmental Education; Interdisciplinary Approach; *Poisons; *Recycling; Student Centered Curriculum; *Water Quality
IDENTIFIERS- *Air Quality; *Environmental Awareness

This teacher guide, an EE Toolbox resource, is a collection of stories about teachers who initiated environmental programs in their classrooms and schools. The guide is divided into three units. The first provides a brief overview of the scope, history, and value of environmental education. The second offers suggestions for instructional materials, funding, workshops, courses, and in-service opportunities in environmental education. The third unit includes information on networking with other environmental educators, securing grants for your environmental education program, dealing with a growing environmental education project, and locating awards, scholarships and stipends that are available for environmental educators and their students. Each unit contains general information about how to bring environmental education into the classroom, a list of sample sources to consult for more information, and a collection of stories to provide imagery of how other teachers incorporated environmental education into their classrooms. The index identifies areas of environmental education content covered in the stories, such as water quality, toxins, and energy consumption. The index also identifies areas of environmental education process, such as developing student awareness and motivating student action-taking. The appendices include a list of select resource materials, suggestions for resources to include in your library, and a feedback form. (MKR)

ED 373 982 SE 054 681

Slide Resource Kit.
PUB DATE- 94
NOTE- 21p.; Photographs of slides may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Inservice Teacher Education; Scripts; Slides

This EE (Environmental Education) Toolbox resource is the script for a slide show designed for use in EE workshops with classroom teachers. It provides an introduction and overview of EE organized around six topic modules: overview, benefits, questions, case study, resources, and summary. (MKR)

ED 373 983 SE 054 695

Theberge, Christine L.
Small-Group vs. Whole-Class Discussion: Gaining the Floor in Science Lessons.
PUB DATE- 7 Apr 94

investigates the effects of music and/or noise on the seeds. Chapter 12, "Battery Powered," examines the effects of electric and magnetic currents on seed germination. Chapter 13, "Seeds You Don't Think About," includes bird seed and common food seeds used in a variety of germination and growth experiments. Chapter 14, "What Is A Pot?" Incorporates the use of miniature and unusual pots. It shows how almost anything from a thimble to eggs to birds nest can be used for planting. The final chapter, "Presenting The Project," shows students how to organize and present their projects to different types of audiences. (ZWH)

ED 374 005 SE 054 887

Tant, Carl
Projects: Making Hands-On Science Easy. A Guide to Science Project Management with Stress Prevention for Teachers & Parents.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Elementary Secondary Education; Science Activities; *Science Education; Science Fairs; *Science Projects
IDENTIFIERS- *Hands On Science

Many science educators emphasize the need and importance of hands- and minds-on education in science. This document provides numerous hands-on science activities for students and tips for parents and teachers to help take some of the stress out of hands-on projects. Some of the suggestions made to teachers are related to the following concerns: (1) what are the objectives of science projects; (2) how much help should teachers give students; (3) attributes of science projects and project evaluation; (4) science fair projects; and (5) time and money. (ZWH)

ED 374 006 SE 054 888

Tant, Carl
Science Fair Spelled W-I-N. First Place Tips for Students, Teachers, & Parents.
PUB DATE- 92
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biological Sciences; High Schools; *Science Education; *Science Experiments; *Science Fairs; Science Projects

A proliferation of new government regulations and other events in recent years has made it more and more difficult to teach science and engage in science activities. Rapid advances in biotechnology have made it difficult for both students and teachers to stay abreast of current events. These difficulties along with others have turned some teachers and students from biology and chemistry science fair projects. This book is about how to do it without snags. It is based on almost quarter century of science fair experience in judging, sponsoring science fair projects and teaching science. This is a book second component of the document consists of the contributions of linguistics and language scientists to the resolution of actual legal cases. (RJC)

ED 374 028 SO 023 875

Myers, Carol; Demand, Marian
Guidelines for Developing Music Curricula in Pennsylvania Schools.
PUB DATE- Feb 89
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Music; *Music Education; Outcomes of Education; State Curriculum Guides
IDENTIFIERS- *Pennsylvania

This guide for superintendents, supervisors, and teachers who design curricular programs in music for the local school districts in Pennsylvania is divided into four sections. The first section can be used as a rationale for decision-making in curricular matters. Two topics in this section suggest a philosophical viewpoint for music in Pennsylvania schools. The second section focuses on outcomes and assists in determining the goals of the music program within a district with discussions of understandings, skills, and attitudes. The third section describes areas of the music curriculum from kindergarten through grade 12. This section is divided into general music, choral music, instrumental music, and curriculum options at the secondary level. The fourth section, on the scope and sequence of the music curriculum, discusses normal expectations, musical, and quality goals in general music for each grade level from early childhood through ninth grade, and secondary school courses for general students, interested students, and career oriented students. The document concludes with an appendix containing a sample planned course, instructions for generating a lesson plan, and a suggested lesson plan format. (DK)

ED 374 029 SO 024 072

Angell, Ann V.
Civic Attitudes of Japanese Middle School Students: Results of a Pilot Study.
PUB DATE- Nov 90
NOTE- 101p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Anaheim, CA, November 1990).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship; *Citizenship Education; Cross Cultural Studies; Cultural Differences; Educational Research; Foreign Countries; Junior High Schools; *Junior High School Students; Middle Schools; *Student Attitudes
IDENTIFIERS- *Japan; *Middle School Students

This document reports on a civics attitudes questionnaire that was piloted for the purpose of developing psychometrically sound measures of the socio-political attitudes of Japanese middle school students and climate in Japanese middle school classrooms. Studies of Japanese education have produced mixed not a constant activity for an individual, there are a few critically important times during a class period or a typical school day when individuals tend to focus. These optimum learning moments are different for different individuals. Because of this, social studies teachers must identify activities and experiences that will interest and motivate students; identify people, places, things, events, and processes in the community that will enhance students' inquiry and learning; select materials, resources, and technology that will promote the acquisition and application of selected concepts, knowledge, and subject matter related skills; and ensure that students will be able to evaluate personal performance. Contains 32 references. (Author/DK)

ED 374 047 SO 024 362

Peters, Richard O.
Process Induction: Researching Skills Development across the Social Studies Curriculum. Middle Grades.
PUB DATE- Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle Schools; *Research Skills; *Skill Development; Social Studies
IDENTIFIERS- *Process Skills

This document discusses the use of process induction and the proactive action model to teach research skills across the social studies curriculum. Process induction is the ability of an individual to transfer schema related knowledge and skills to other situations and settings, to use knowledge and process skills in new and diverse instances to solve problems and resolve conflicts. The proactive action model (PAM) can be used to nurture and enhance students' inquiry and discovery in classrooms and at field based research sites. The true value of knowledge and skills acquisition is its transferability. The transferability quality of social studies content, concepts, subject specific knowledge, and process related skills, is what makes it relevant in the lives of individuals. Students in the middle grades, typically grades 5-8, should be involved in a 4 step induction process: (1) acquisition or the accumulation of concepts, facts, and other information and skills; (2) application or using that which has been acquired to enhance learning and enrich intellectual skills development; (3) reinforcement or the continuous application of innate and acquired skills and knowledge to new situations in diverse settings; and (4) refinement or repeated application of knowledge and skills to new situations resulting in an individual's ability to demonstrate competency or proficiency at some prescribed level. The paper discusses directed learning environments, independent learning environments, and application environments, and how they may be utilized in social studies. Contains 14 references. (Author/DK)

ED 374 048 SO 024 363

Peters, Richard
Environments: The Context of Our Lives. A Social Studies Schema for Grades 7-12.
PUB DATE- Jun 94
NOTE- 34p.
LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; Constitutional Law; Instructional Materials; Intermediate Grades; Junior High Schools; *Law Related Education; Resource Materials; Resource Units; Social Studies; *State Courts
IDENTIFIERS- *Minnesota

Designed to give students in grades 5 through 12 information about the Minnesota court system, this document provides teachers and students with the necessary background materials to study Minnesota's courts. Rather than an introduction to all law, the document is limited to the function and operation of the courts. The curricular materials cover 17 topics: (1) conflict; (2) solving conflict today; (3) "Fairness and Freedom" the video; (4) Minnesota courts; (5) people in the court; (6) choosing the judge; (7) the Minnesota jury system; (8) Voir dire process; (9) You Decide: a jury simulation; (10) conciliation court; (11) juvenile justice; (12) mini-mock trials; (13) appeals; (14) mediation; (15) punishment; (16) sentencing; and (17) a question of life or death. A copy of the Minnesota Constitution also is provided. (RJC)

ED 374 069 SO 024 503

Bloom, Jennifer
Minnesota in the Supreme Court. Lessons on Supreme Court Cases Involving Minnesotans.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 91
NOTE- 114p.; For related items, see SO 024 499 and SO 024 501-502.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civil Liberties; *Constitutional Law; *Court Litigation; Due Process; Equal Protection; *Law Related Education; Resource Materials; Resources; Resource Units; Secondary Education
IDENTIFIERS- Hamline University MN; Minnesota; *Supreme Court

This document focuses on cases brought by Minnesotans to the U.S. Supreme Court. The five lessons featured are designed to provide secondary classroom teachers with material needed to teach each unit. Lessons cover Supreme Court proceedings, free press issues, freedom of religion, abortion rights, and privilege against self-incrimination. Instructions and materials for conducting mock trials as well as an appendix containing the Bill of Rights, U.S. Constitution, and Minnesota Constitution conclude the volume. (RJC)

ED 374 070 SO 024 505

Long, Gerald P.
Constitutional Rights of Juveniles and Students: Lessons on Sixteen Supreme Court Cases.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 156p.

Preservice Teacher Education; *Research Design; Research Methodology; Research Needs; Research Reports; *Research Utilization; Schools of Education
IDENTIFIERS- *AIR Forum

A study of recent graduates of two School of Education undergraduate programs illustrates institutional research design and utilization issues. A survey mailed to 800 alumni from 5 graduating classes (1987-1991) resulted in 326 responses from those with a Teacher Education major and 120 responses from those with a Human Development major, and 10 graduates who had both a Teacher Education and a Human Development major. Findings are reported for variations in expectations from college by academic major, variations in perceived professional growth by academic major, evaluation of pre-professional teaching experience, early professional challenges (work-related problems), differences in work-related problems by academic major, relationship of perceived professional growth to problems in early teaching, and relationship between perceived professional growth, pre-professional teaching experience and overall evaluation of undergraduate education. Survey results were presented in separate reports to the Dean, faculty, and program chairpersons. The role of both researchers and administrators in institutional research utilization is emphasized. Critical design issues noted included identifying the appropriate population for the survey, identifying subpopulations for future analysis, planning to ensure an adequate respondent group for analysis, involving the intended audiences of the research in the design phase, designing the survey instrument to obtain the content and level of evaluative feedback of interest to intended audiences, and designing questions and scales which measure the constructs addressed in the research. (JB)

ED 373 615   HE 027 601

Sanders, Liz; And Others
From Retention to Satisfaction: New Outcomes for Assessing the Freshman Experience. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *College Freshmen; College Outcomes Assessment; *Databases; *Data Collection; *Educational Experience; Higher Education; *Institutional Research; Models; School Holding Power; Student Attitudes
IDENTIFIERS- *AIR Forum; Database Development; *Database Integration; Student Satisfaction

To meet accountability challenges from a customer-satisfaction perspective, an urban institution of higher education has developed an integrated approach to studying the freshman year experience in order to develop comprehensive outcomes measures for assessing freshman success. Multiple sources of data (freshman satisfaction survey data, enrollment data, and academic performance data) are integrated into a database which provides the institution with a comprehensive set of outcome indicators and a model of the freshman experience. The integrated dataset is used to develop models of freshman retention. In order to focus more clearly on customer proxies for College BASE test results. Careful examination of factor loadings revealed strong evidence of convergence only for the mathematics domain. Convergence in English and science was relatively weak. However the use of self reports of college experiences as policy indicators to guide institutions in improving the quality of undergraduate education was supported, particularly in mathematics and science. Includes three tables and one figure. Contains 46 references. (JB)

ED 373 633 HE 027 619

Ronco, Sharron L.
Meandering Ways: Studying Student Stopout with Survival Analysis. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Students; Dropout Research; Dropouts; Higher Education; Hispanic Americans; Longitudinal Studies; Predictive Measurement; *Reentry Students; *Stopouts; Student Attrition
IDENTIFIERS- *AIR Forum; Survival Ratio Models; University of Texas El Paso

This study applied newly-developed methods of survival analysis with repeated events to a longitudinal data set in order to illustrate stopout hazards for college students. Survival analysis incorporates cases of students returning to college and not yet returning to college in a single analysis. This study applied a multiple-spell survival analysis to stopout data on a cohort of first-time entering freshmen in fall 1983 at University of Texas at El Paso for 20 terms through Spring, 1993. Spells were defined as "enrolled" or "not enrolled." Data collection ended either when the student received a first baccalaureate degree or in spring, 1993. Results found that students' greatest risk of leaving was after the second term of enrollment. Hazard again peaked after the fourth term, then leveled off after the sixth term. Students who left were more likely to return after only one or two terms out. Once they had been gone for six terms, the odds of returning were virtually nil. Return enrollment and stopout spells share basically the same shape as initial spells. Hispanic students were 1.7 times more likely than White non-Hispanic students to return to the institution after a stopout period. (Contains 20 references.) (JB)

ED 373 634 HE 027 620

Schwabe, Robert A.; Cherland, Ryan M.
Statistical Packages: Some Bugs and Errors. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; Computer Software Development;

Annual Forum Paper.
PUB DATE- 1 Jun 94
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; College Students; Demonstration Programs; Educational Change; *Educational Innovation; Educational Opportunities; *Educational Technology; Educational Television; Higher Education; Interaction; Nontraditional Education; *Nontraditional Students; *Participant Satisfaction; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; *Telecommunications; Telecourses; Television Teachers
IDENTIFIERS- *AIR Forum; *New Pathways to a Degree Projects

This paper examines the design and findings of a survey of 31 faculty and 550 students participating in 7 Annenberg/CPE New Pathways to a Degree electronic learning projects. Each project was selected because it proposed innovative ways to use technology to create new educational opportunities for "new majority learners" (students unable to attend college in conventional ways). All New Pathways courses used technologies in combinations, and communication between students and instructors and among students was supported via several technologies. Survey results indicated that off-campus students found delivery of lectures via video technology (two-way video, one-way video with two-way audio, broadcast video, and videotape) to be acceptable. Students felt that the quality of their mediated interaction with their instructor was as good as or better than experiences in face-to-face classes, and half the students felt that the frequency of their interactions were the same or more frequent. To promote interaction between faculty and students or among students, technologies such as audio-conferencing, electronic mail, or voice mail were more effective than video technologies. Faculty felt that the technologies that let them act the same way they do in face-to-face classes provided the best tools for interaction. The technologies are pushing changes in the relationship among course content, mentor, and student. (Contains 18 references.) (JDD)

ED 373 653 HE 027 639

McLachlan, Jeffrey E.; Wood, Vivienne
Going Modular--For Better or Worse? AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Educational Change; Educational Policy; *Flexible Scheduling; Foreign Countries; Higher Education; *Instructional Development; Instructional Effectiveness; *Learning Modules; Undergraduate Study; *Units of Study
IDENTIFIERS- *AIR Forum; *Napier University (Scotland)

A modular system for undergraduate programs was implemented in three degree programs at Napier University in Scotland. This staffing, finance, facilities, and intergovernmental relations. An appendix provides the mission statements of the University of South Dakota, South Dakota State University, South Dakota School of Mines and Technology, Black Hills State University, Dakota State University, and Northern State University. (MDM)

ED 373 672   HE 027 658

Kramer, Monte
Student Costs at Public Institutions, Academic Year 1993-1994. A Regional Survey.
PUB DATE- Feb 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Graduate Study; Higher Education; In State Students; Out of State Students; *Public Colleges; Regional Characteristics; *State Surveys; *Student Costs; Tables (Data); *Tuition; Undergraduate Study
IDENTIFIERS- Idaho; Iowa; Minnesota; Montana; Nebraska; North Dakota; *South Dakota; Wyoming

This report provides a comprehensive examination of student costs at four-year public colleges and universities in South Dakota and nearby states including Minnesota, Iowa, Nebraska, Wyoming, Montana, North Dakota, and Idaho. Mail and telephone surveys were used to collect data in the eight states on undergraduate and graduate tuition, fees, room, and board. The bulk of the report consists of 23 pages of tables and graphs. The survey found that undergraduate residents in South Dakota, on average, paid 5.1 percent higher tuition and fee costs than the 8 state average of $2,131, and 6.4 percent lower tuition, fees, room, and board costs than the average of $4,925. Undergraduate nonresidents in South Dakota, on average, paid 26.5 percent less than the 8 state average of $5,139 for tuition and fees, and 22.5 percent less than the average for tuition, fees, room, and board. Similar data for graduate student costs are presented. (MDM)

ED 373 673   HE 027 659

Fact Book. Fiscal Year 1994.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Budgets; *College Administration; College Admission; Crime; Degrees (Academic); *Enrollment; Faculty Mobility; Geographic Distribution; Higher Education; Loan Repayment; Mission Statements; State Surveys; *State Universities; Student Attitudes; *Student Costs; Student Financial Aid; Teacher Salaries; Trend Analysis; Tuition
IDENTIFIERS- *South Dakota

This annual report provides a variety of information about the state of higher education in South Dakota. The bulk of the report consists of tables and charts that summarize: (1) the structure of the South Dakota Board of Regents; (2) the institutional missions of South Dakota's six state universities and two special schools; (3) admission requirements; (4) operating budgets and mean budgeted salaries; (5) historical tuition rates from 1966 through 1994; (6) student financial aid reward employee seniority and age, adjust to office "chat," adjust the commercial pace, seek allies, do favors, ask favors, and affiliate with local firms. (Contains 24 references.) (JDD)

ED 373 690 HE 027 686

Raffield, Barney T., III
How To Make International Strategic Alliances Work: One More Business Lesson from the Japanese.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration; *Cooperation; Electronics Industry; *Global Approach; *International Trade; Marketing; Models; *Teamwork; Technology
IDENTIFIERS- European Community; *Japan; Joint Venture

International strategic alliances are established by two or more companies as synergistic relationships to achieve a common goal where both parties benefit. The evolving global market has focused renewed interest on these alliances as an important tool in penetrating new markets. No country has achieved as much success as Japan in forging such alliances throughout the world. Japanese companies provide many companies in the European Community with necessary marketing, design, and production expertise, rather than with pure capital. Examples include the British automobile company Rover and a large computer company, ICL. The worldwide electronics industry has especially been involved in such alliances, as manufacturers realize that they will have to form partnerships both to tame chaotic markets and to share the increasing cost and complexity of product development. Toshiba, for example, has utilized partnerships, technology licensing agreements, and ambitious joint ventures to strengthen its own capabilities in manufacturing and in developing innovative technological breakthroughs. Toshiba constructs its alliances so that the roles and rights of each partner are clearly identified from the outset. Japanese companies are truly in the forefront in crafting cost-efficient, highly effective, harmonious international strategic alliances, and serve as a model for business concerns in other countries. (JDD)

ED 373 691 HE 027 687

Carney, Carmen Vega
Making Fiction Integrative: The Role of Literature in the International Business Curriculum.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; *Curriculum Development; Economics; Educational Change; *Fiction; Higher

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; Cognitive Style; Community Colleges; Creative Writing; English Curriculum; *Journal Writing; Learning Strategies; Research Needs; Self Expression; Student Characteristics; *Student Writing Models; Two Year Colleges; Writing Exercises

This paper presents a cognitive model of journal writing as a metacognitive tool in understanding stories in an introduction to literature course. The methodology was primarily qualitative. Data included students' journals and class comments; surveys; individual learner characteristics; and case studies of five students. Findings indicated that: (1) students generally viewed journal writing as a flexible cognitive tool which helped them construct the meaning of stories; and (2) writing journals supports students in attending to details, asking questions, and answering their own questions. A two-part model was developed to describe the process: (1) factors which influence journal writing including task difficulty, individual learner characteristics, teacher expectations, student strategies, external resources, overt activities; and (2) components of journal writing including establishing a goal, constructing the textbase, constructing the situation model, predicting outcomes, identifying significant elements, reflecting on meaning, and assembling the schema. Recommendations for further research are included. (Contains 67 references.) (Author/JLB)

ED 373 710 IR 016 720

Davidson, Gayle V.; Ritchie, Scott D.

How Do Attitudes of Parents, Teachers, and Students Affect the Integration of Technology into Schools? A Case Study.

PUB DATE- 94

NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; Attitude Change; Case Studies; Community Support; *Computer Assisted Instruction; Curriculum Development; Educational Environment; *Educational Technology; Elementary Education; Elementary School Students; Elementary School Teachers; *Parent Attitudes; Parent Role; Program Implementation; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- Apple Macintosh

How attitudes of parents, teachers, and students toward computers affect the integration and use of computer technology in schools was studied at an elementary school in Texas. Whether these attitudes changed with the introduction of computer technology and the implications of involving parents in the planning of curriculum and activities was also examined. The school purchased Macintosh computers and implemented computer training and laboratory access for teachers, parents, and students. The study involved 475 students, 34 teachers, and 230 parents in two school years. Each group reported successful experiences and positive attitudes toward computers. Measurement indicated that attitudes improved or increased in the second year. High initial enthusiasm makes the impact of the technology less apparent, but results tend to confirm the

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Computer Anxiety; *Computer Attitudes; *Computer Literacy; Computer Uses in Education; Higher Education; High Schools; Majors (Students); Pilot Projects; Prior Learning; Sex Differences; *Student Attitudes; Student Surveys; Teaching Methods
IDENTIFIERS- University of Wisconsin Eau Claire

To learn more about students' computer-literacy levels and attitudes about computer use, a pilot study was performed in the summer of 1993 to evaluate the computer literacy of first-year students entering the University of Wisconsin-Eau Claire. A survey was completed by 444 incoming students during their orientation programs. The majority had some degree of computer experience when they entered the university; most cited word processing as their chief experience. Roughly 66% had no desktop-publishing experience; spreadsheet program experience was also limited. Nearly all students listed high school as the source of their experience. Overall, greater computer literacy did not positively improve students' attitudes toward using computers. Nearly 61% of high-experience users reported strongly avoiding computers. Women were more likely to avoid using computers, but gender appears to play less of a role in determining students' enjoyment of using computers than does choice of major. Implications for instruction are discussed. (Contains 23 references.) (SLD)

ED 373 729 IR 016 739

Leader, Lars F.; Klein, James D.
The Effects of Search Tool and Cognitive Style on Performance in Hypermedia Database Searches.
PUB DATE- 94
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; Comparative Analysis; *Computer Interfaces; Databases; English (Second Language); *Field Dependence Independence; Higher Education; Hypermedia; *Information Retrieval; Search Strategies; Teaching Methods; Users (Information)

This study investigated the effects of interface tools and learner cognitive styles on performance in searches for information within a hypermedia database. The subjects, 75 students in a university English as a Second Language (ESL) program, were blocked for field dependence and assigned to four treatments which differed by the search tool available. The subjects searched "EarthQuest," a social studies and science hypermedia database, for facts to answer practice and posttest questions on science topics. Field-independent subjects had significantly better achievement than field-dependent subjects in both the index/find and map treatments but not in the browser or all tools treatments. The active engagement, transfer of concepts to new contexts, and high information processing demands that accompany effective use of the index, find, and map tools may explain the greater achievement by field independents. The interface design and instructional use of hypermedia databases should reflect the range of cognitive styles of users. (Contains 20 references.) (Author/JLB)

PUB DATE- 94
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Classification; Educational Environment; Elementary Education; Elementary School Teachers; Evaluation Methods; Gifted; Grades (Scholastic); Graduate Students; Graphs; Higher Education; *Hypermedia; *Interaction; Middle Schools; User Needs (Information); *Visualization
IDENTIFIERS- Linkage; Middle School Students; *Navigation (Information Systems); ToolBook

Methods are described for visualizing and characterizing user interactions with hypermedia systems; they have been found to be effective in several developmental and evaluation studies. Analyzing the patterns of user interaction makes it possible to evaluate the design and usefulness of such systems. Path algebras can be used to describe and compare routes users take through hypermedia systems. Directed graphs are another method of constructing a network representation of user paths using the Pathfinder algorithm. Another approach is to construct an image based on interaction data with the Toolbook program. Fifty-seven data files from a previous study were entered into the Toolbook program to generate a map of each user's interaction. Six gifted middle-school students, six teachers, and six doctoral students in instructional technology were asked to categorize the images and to associate them with course grades of the users. Although subjects could not generally associate images with grades, they were able to place them in identifiable categories, which suggests the potential of the method for depicting user paths. Nine figures illustrate the approaches. (Contains 16 references.) (SLD)

ED 373 748 IR 016 758

Price, Robert V.; And Others
Producing Effective Graduate-Level Distance Education Courses for Interactive Television.
PUB DATE- 94
NOTE- 25p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Delivery Systems; *Distance Education; Educational Planning; *Educational Technology; *Educational Television; Feedback; Graduate Study; Higher Education; Information Transfer; Instructional Design; Instructional Effectiveness; *Interactive Television; Student Motivation; Teacher Attitudes; Teacher Education; *Teaching Methods; *Technological Advancement; Telecourses; Training

Distance-education delivery through interactive television (ITV) is an effective means of providing instruction to learners. There are many advantages, such as the ability to provide immediate feedback and personal participation. To be effective,

NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Constructivism (Learning); Decision Making; Definitions; *Educational Philosophy; Employment Qualifications; Higher Education; *Realism; *Scholarship; Scripts; Standards; *Tenure
IDENTIFIERS- *Truth

This script, which portrays a discussion by a five-person committee about whether to grant tenure to a faculty member, is a vehicle for discussing the meanings of scholarship and standards, the nature of truth and realism, and the constructivist view of learning. The argument about the quality of the faculty member's scholarship leads into a consideration of whether she is being judged by white male standards. The discussion evolves into a consideration of realist philosophy, the meaning of truth, and the prevalence of a dialogical coherence philosophy. The construction of meaning is explored briefly before the characters adjourn to consider the tenure question at a later date. (SLD)

ED 373 767 IR 016 777

Darwazeh, Afnan N.
Under What Conditions Are Embedded versus Generative Cognitive Strategy Activators Effective? Two Prescriptive Models for Designing Instruction.
PUB DATE- 94
NOTE- 26p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Educational Theories; *Instructional Design; *Learning Strategies; Models
IDENTIFIERS- *Embedded Items; *Generative Processes; Prescriptive Research; Strategy Training

In an embedded cognitive-strategy system, learners are forced to use a given cognitive strategy prepared by the instructor, designer, or researcher. In a generative cognitive-strategy system, learners are directed to generate a certain cognitive strategy activator by themselves. This is a review of experimental and theoretical studies conducted on cognitive-strategy activators and their systems, positions, and modes. It is related to learner characteristics, content characteristics, and levels of learning and proposes instructional-design models based on cognitive-strategy activators for embedded and for generative activators. Steps in instructional design are similar for the models, with differences apparent in developing the strategy activators (embedded model) or in developing directions or training for generating activators (generative

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Business; Community Involvement; Computer Networks; Cooperatives; Elementary Secondary Education; Futures (of Society); Government Role; Higher Education; Information Networks; *Information Policy; Information Technology; Library Role; Military Organizations; Public Agencies; State Programs; State Standards; Technological Advancement; *Telecommunications
IDENTIFIERS- Arizona; Networking

The Arizona Educational and Informational Telecommunications Cooperative (AEITC) hosted the Arizona Telecommunications Issues and Policy Symposium in order to provide a forum for telecommunications discussions, planning, and cooperation; bring together Arizona telecommunications leaders from the education, industrial, military, government, and library communities to recommend steps for an action plan to move Arizona into the 21st century; provide a glimpse of existing telecommunications activities; and present a forum for telecommunications leaders to become more familiar with AEITC. The findings of the symposium are organized into four strands: education; business and industry; government and military; and community organizations. In each strand, the perspectives of the area are discussed and directives are presented. The following eight issues were identified as critical to the success of Arizona in the future telecommunications landscape: cooperation; public/private partnerships; marketing; applications; education, training, and retraining; regulatory, legal, and legislative issues; technology; and funding. Included in the appendixes are the symposium program; selected excerpts from conference presentations; and excerpts from "State Plan for a Technology Integrated Educational Delivery System (TIEDS)." (JLB)

ED 373 788 IR 055 148

Roeber, Jane A., Ed.
"Rock 'n' Read." 1994 Summer Library Program Manual. Bulletin No. 4910.
PUB DATE- Jan 94
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; *Childrens Libraries; Childrens Literature; Elementary Secondary Education; Library Planning; *Library Services; Publicity; *Public Libraries; *Reading Programs; Songs; State Programs; Story Reading; Story Telling; *Summer Programs; Vacation Programs
IDENTIFIERS- Wisconsin

This manual was designed to help Wisconsin librarians plan their 1994 summer library program based on the theme: "Rock 'n' Read." The ideas in the manual were contributed by Wisconsin librarians and were culled from recent program manuals in other states. Part 1, "Planning and Promoting Programs," examines the planning aspects of programming, including fundamentals, program participants, elements of planning, elements of promoting, and evaluating programs. Part 2, "Decorating the Library," gives decorating ideas, bulletin board suggestions; and name tag suggestions. Part 3, "Programs and Activities," contains programs for primary, middle, and upper grade levels based on the "Rock 'n' Read" theme. This chapter contains relationships to business and industry. Chapters 5 through 7 relate chairs' perceptions of the importance of their interpersonal, administrative, and leadership roles; of such tasks as faculty selection, provision of feedback, budgeting, professional development, and communication; and of administrative, leadership, interpersonal, and personal skills. Chapter 8 focuses on job challenges for the coming 5 years, while chapter 9 deals with chairs' perceptions of selected strategies in relation to these challenges. Chapter 10 deals with selected institutional and personal characteristics and their relationship to responses. Chapter 11 offers concluding comments and recommendations for future research. Contains 102 references, and the survey instrument. (KP)

ED 373 811 JC 940 459

Blinn College Final Grade Distribution Report for Spring 1994 Semester. Student Performance Report. International Research Document No. 012E.
PUB DATE- 30 Jun 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Courses; *Departments; *Enrollment Trends; *Grades (Scholastic); Multicampus Colleges; Two Year Colleges
IDENTIFIERS- *Blinn College TX

Blinn College final course grade distributions are summarized for spring 1990 to 1994 in this four-part report. Section I presents tables of final grade distributions by campus and course in accounting; agriculture; anthropology; biology; business; chemistry; child development; communications; computer science; criminal justice; drama; emergency medical; English; fire technology; French; geography; German; history; health; kinesiology; legal secretary; math; music; nursing; office technology; philosophy; physics; psychology; radiology; real estate; sociology; Spanish; speech; technology; vocational nursing; and word processing. Section II consists of longitudinal final grade data for Blinn College, Brenham campus, Bryan campus, College Station campus, Occupational Education Center, and other teaching sites. Section III provides 1990-94 spring grades for the following divisions: business and computer science; developmental education; fine arts; health and kinesiology; humanities; mathematics and engineering; natural science; occupational education; and social sciences. Section IV focuses on duplicated enrollment, by and within divisions, for spring 1990-94. Selected findings include the following: (1) since spring 1990, the social science division has had the highest duplicated enrollment, followed by the humanities division; (2) the health and kinesiology division had the highest percentage of A's, with A's representing over 60% of the grades assigned each year from 1990 to 1994; (3) the mathematics and engineering division had the highest dropout rate, with rates ranging from 21.9% to 32.2% during the study period; and (4) the developmental education division assigned the highest percentage of F's. (KP)

ED 373 812 JC 940 460

Blinn College Performance of 1993 Fall Semester Students in Associated 1994 Spring Semester Courses, and Other Student Performance Trackings. Student Performance Report. Institutional Research Document No. 008C.

Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; Educational Attainment; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Longitudinal Studies; Mail Surveys; *Outcomes of Education; Participant Satisfaction; Relevance (Education); Salaries; Trend Analysis; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- William Rainey Harper College IL

A study was conducted to evaluate the career programs at William Rainey Harper College (WRHC) (Illinois) through a local follow-up of WRHC career alumni. Alumni who earned 48 or more credit hours during the 1991-92 year in a career major were surveyed. After two mailings and a telephone follow-up, a 73% response rate was achieved. Study findings, compared to findings about 1987-88 and 1989-90 career alumni, included the following: (1) 39.2% of the alumni were employed full time and not attending school, compared to 52.7% of the 1984 alumni; (2) 19.5% of the 1992 alumni were employed part time, and 41.9% of these indicated that they preferred part-time employment; (3) 17.3% of the 1992 alumni were presently enrolled in college full time, 23% were enrolled part time, 17.3% planned to enroll next year, and 20.7% planned to enroll at some time; (4) 37.8% of the 1992 alumni had received an associate degree in applied science, 14.8% an associate degree in science, 12.8% an associate degree in arts, and 30.4% no degree; (5) 58.4% of those who had not received a degree were still attending WRHC, and 16.8% preferred attending another college; (6) 50% of the 1992 alumni were employed in a health field, 8.2% in an office or clerical position, and 7.9% in business or finance; (7) 50.5% assessed their present position as "starting professional"; (8) 50.7% were working in a field identical to their major, and 34.4% of those not working in a job related to their major indicated that they were working in a temporary job while in transition; and (9) the average alumni salary of $28,087 represented a 13.7% increase over the results of the 1989-90 career alumni survey. The survey instrument is included. (KP)

ED 373 830 JC 940 480

Lucas, John A.; Meltesen, Cal
Follow-Up Study of 1992 Nursing Graduates. Volume XXII, Number 15, March 1994.
PUB DATE- Mar 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; Comparative Analysis; Educational Attainment; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Job Satisfaction; *Nurses; *Nursing Education; Outcomes of Education; Participant Satisfaction; Program Evaluation; Questionnaires; Relevance (Education); Salaries; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In an attempt to evaluate the effectiveness of its nursing program, William Rainey Harper College (WRHC) (Illinois) conducted a follow-up study of 1992 nursing graduates or alumni. In spring 1993, a survey instrument, inquiring about employment status, future educational plans, and evaluation of be measured using the resources available at WWTC; and (4) measurable factors of institutional effectiveness were identified for each core indicator in the categories of student achievement and satisfaction; organizational quality, harmony, and efficiency; public perception and satisfaction; and employer satisfaction. While this model helps detail the WTCS's commitment to its mission and purpose, WWTC has found that the Deming Plan-Do-Study-Act cycle of improvement provides the methodology for continuous improvement. (KP)

ED 373 847 JC 940 498

Heverly, Mary Ann
Applying Total Quality to the Teaching/Learning Process.
PUB DATE- 94
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (34rd, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Research; *Classroom Techniques; Community Colleges; Data Collection; *Educational Improvement; Educational Quality; Learning Strategies; *Student Participation; *Teacher Effectiveness; Teaching Methods; *Total Quality Management; Two Year Colleges
IDENTIFIERS- Delaware County Community College PA; *Locate Establish Assess Research Nominate Model

Delaware County Community College (DCCC) in Media, Pennsylvania, began pursuing Total Quality/Continuous Quality Improvement (TQ/CQI) methods in 1985-86. A major initiative to support TQ/CQI efforts in the classroom was the development of a faculty in-service program to introduce models reflecting TQ/CQI principles and practice. Baugher's LEARN (Locate-Establish-Assess-Research-Nominate) Model and Cross and Angelo's classroom assessment technique generated the most interest. The LEARN brings the instructor together with a student quality team to identify opportunities to improve student learning. The model forces systematic data gathering, through the Plan-Do-Check-Act cycle of continuous improvement; and requires that data be collected from the entire class, not just a small segment. The student team brainstorms to identify characteristics that may be interfering with student learning, gathers data, plans changes to improve the classroom process, and evaluates the changes. Faculty were asked to describe how they adapted LEARN, the benefits, problems, and impacts on the faculty, classroom and learning outcomes. Faculty commented that students realized that they were responsible for their own learning; that it was helpful to see classroom dynamics from the students' perspective; that changes seemed trivial to instructors but important to students; and that the project created greater cohesiveness among students. The most common difficulty cited was finding time to implement LEARN. DCCC plans to increase participation to 60 full-time faculty during 1993-94. (Contains 10 references.) (KP)

ED 373 848 JC 940 502

Arthur, Nancy; Hiebert, Bryan
Investigating Gender Influences on Coping.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting and Exhibit of

Fundamental changes in family life in recent decades have raised parental and familial stress to unprecedented levels. The result is increasing isolation and frustration among families, placing them at risk for a wide range of social problems. Public and private institutions have been slow to respond to the changes in family life, to the needs these changes have engendered, and to their potentially costly and long-term repercussions. The delivery of social services to families in the United States operates on a limited casualty-based, crisis-driven system, and resources are primarily devoted to treating existing, well-defined problems. In contrast, family support programs are grounded in a preventive approach, one that fosters the opportunity for parents to provide the best possible environment for their children. This booklet describes family resource programs and outlines the steps required to develop a program. The first part examines the need for family resource programs and discusses the goals and services, design, and unique qualities of family resource programs. The second part outlines 12 steps necessary to develop a program. These steps are: (1) forming a planning committee; (2) assessing needs; (3) choosing a program model; (4) setting the program's purpose, goals, and objectives; (5) choosing an administrative structure; (6) fundraising; (7) determining location; (8) selecting staff; (9) recruiting families; (10) providing child care; (11) developing the program; and (12) evaluating the program's progress. The booklet includes a checklist for use during program development and a listing of family resource programs. (TJQ)

ED 373 865 PS 022 437

Foreman, Deborah
Increasing the Academic Achievement of Middle School Students Exposed to Domestic Violence through Interpersonal-Cognitive Group Counseling and Parenting Education (Project REAL).
PUB DATE- 94
NOTE- 74p.; Ed.D. Practicum Report, Nova Southeastern University. Appendixes A and D may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Art Therapy; Communication Skills; *Counseling Services; Elementary School Students; *Family Violence; Intermediate Grades; Intervention; Junior High Schools; Junior High School Students; Middle Schools; Parent Attitudes; Parent Education; *Parents; Program Descriptions; Program Effectiveness; Questionnaires; Stress Management; Student Attitudes; Study Skills
IDENTIFIERS- *Middle School Students; Witnesses to Violence

Project REAL (Relationship skills, Education on violence prevention, Academics, Leadership and decision-making skills) was a practicum designed to increase the academic achievement of middle school students exposed to domestic violence. Eleven students and their parents participated in a 12-week interpersonal-cognitive counseling group and its parent education component. Project REAL provided students with: (1) instruction on stress management, conflict resolution, communication, study, and decision-making skills; (2) art therapy; and (3) guest speakers from community agencies that provide direct services to victims of domestic violence. Parents were counseled individually and received a resource guide on the services available to victims of domestic violence. The results of the practicum indicated that middle school students exposed to domestic violence need more than a employees to participate in AWS because their managers believed employees needed to follow the same work schedules to accomplish the organization's work. Some managers feared they might not be able to adequately supervise their subordinates' work under an AWS program. In notable contrast, the organizations that permitted large numbers of employees considerable work schedule flexibility reported no adverse effects of AWS on agency operations and often found that AWS enhanced their ability to serve customers' needs. (Three appendices, which form the bulk of the document, outline: (1) the objectives, scope, and methodology of the study; (2) AWS policies and practices in 59 federal organizations; and (3) the major contributors to the report.) (MDM)

ED 373 884 PS 022 560

Anisef, Paul; And Others
The Young Adult Learner: Fifteen- to Eighteen-Year-Old Students in the Ontario English-Language School System. Volumes One and Two.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.
PUB DATE- 93
NOTE- 332p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; At Risk Persons; *Cognitive Style; Databases; Demography; Disabilities; Educational Policy; Foreign Countries; Secondary Education; *Secondary School Students; *Social Background; Socioeconomic Status; *Student Characteristics
IDENTIFIERS- Ontario

This 2-volume report assesses the context of social, demographic, economic, and technological changes in the light of educational data on 15- to 18-year-old students. The report suggests the need for a more responsive and flexible approach to classroom instruction, to the school as a community institution, and to the diversity of the learning needs of Canada's changing population. The study constructed profiles of the 15-to-18-year-old student, especially attending to gender, ethno-cultural origin, and socio-economic variables, and particularly to minorities, special needs, and at-risk students. The resulting report is intended to assist in designing policies and programs responsive to the needs of secondary school children. In the first volume, section 1 summarizes recent social, technological, demographic, and structural transformations in Ontario. Section 2 reviews research literature on exceptional students and youth at risk, within the framework of learning styles theory and of Bloom's conceptual framework of prevention, intervention, and transition. Section 3 consists of qualitative research on exceptional students and youth at risk, based on interviews with educators, parents, and students. Section 4 explores learning as a cultural and diverse process in relation to the themes that emerged from the research, and these are then applied to educational programming and policy development. Findings are summarized, and areas for further research are identified. In the second volume, part 1 presents socio-demographic profiles of youth based on macro databases, and part 2 presents analyses of micro or regional databases. A bibliography is included in the first volume. Thirty-one tables and 19 figures are appended to volume 2. (TM)

ED 373 885 PS 022 563

Environmental Protection

Tree Amigos is a special cross-cultural program that uses trees as a common bond to bring the people of the Americas together in unique partnerships to preserve and protect the shared global environment. It is a tangible program that embodies the philosophy that individuals, acting together, can make a difference. This resource book contains projects, activities and resources that can be used in the classroom and in community programs. The first section, "Tree Amigos Action Projects," contains ideas, strategies, and success stories of Tree Amigos programs. It also contains forms, logo sheets, and other materials that can be duplicated. The second section, "Learning Activities," contains activities for all age levels that can help reinforce concepts related to action projects involving a classroom, school, or community. The activities are grouped into five categories: (1) trees; (2) ecosystems; (3) land use; (4) people and resources; and (5) reduce, reuse, and recycle. Materials in the third section, "Background Learning for Teachers," provide information about a variety of subjects that can be related to the action projects and learning activities. Some may serve as hand-outs for advanced junior high and high school students. The final section, "Resources," contains materials for promoting and implementing a Tree Amigos program. The resources include bibliographies, video lists, reference lists, and other materials. (TJQ)

ED 373 903 PS 022 647

Grady, Joan B.
Interdisciplinary Curriculum Development.
PUB DATE- 20 Mar 94
NOTE- 11p.; Paper presented at the Association for Supervision and Curriculum Development Annual Conference and Exhibit (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Curriculum Design; Curriculum Development; Elementary Education; *Interdisciplinary Approach; *Problem Solving; Program Content; Student Evaluation; Teacher Characteristics; Teaching Methods; *Thematic Approach; *Thinking Skills
IDENTIFIERS- Authentic Assessment; *Multidisciplinary Education; *Transdisciplinary Approach

Interdisciplinary curriculum is a methodology that can help students gain the necessary content knowledge to support the following basic skills: (1) using language well and thoughtfully; (2) thinking through a problem and experimenting with solutions; (3) understanding scientific and technological ideas and using tools; (4) using imagination; (5) understanding how people function in groups; and (6) learning how to learn independently. This paper discusses the interdisciplinary approach. It lists attributes of interdisciplinary work, traits of ideal interdisciplinary teachers, elements necessary for implementation, and personal issues teachers often have to deal with when involved in an interdisciplinary program. The paper includes a comparison of meta- or multidisciplinary approach, interdisciplinary approach, and the transdisciplinary approach. Components of the McREL Interdisciplinary Chunk Model discussed are: (1) theme; (2) focus; (3) lifelong learning standards; (4) content standards; (5) the learning experience; and (6) assessment. Tips for creating an interdisciplinary curriculum are also included. Contains 12 references. (TJQ)

Development Associate Assessment System and Competency Standards).
PUB DATE- Aug 93
NOTE- 100p.; For English version, see ED 365 460.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Credentials; *Day Care; *Day Care Centers; Early Childhood Education; Evaluation Criteria; Evaluation Methods; Infants; Preschool Education; *Preschool Evaluation; Program Evaluation; Standards; Toddlers
IDENTIFIERS- CDA; *CDA Credential; *Child Development Associate

This Spanish-language booklet outlines the requirements of the Child Development Associate (CDA) credential for caregivers working in center-based infant and toddler day care programs. Part 1 provides an overview of the CDA credentialing system and the various options, settings, standards, and stages of the CDA assessment system. Part 2 explains the eligibility and documentation requirements. Part 3 delineates specific competency standards in the areas of: (1) safety; (2) health; (3) learning environment; (4) physical development; (5) cognitive development; (6) communicative ability; (7) creativity; (8) individual behavior; (9) socialization; (10) guidance; (11) family-school relations; (12) program management; and (13) professionalism. Part 4 contains four appendixes that provide a history of the CDA program, a glossary of CDA terms, advisory eligibility requirements, and council representative eligibility requirements. (HTH)

ED 373 923 PS 022 724

Kamii, Constance; DeVries, Rheta
Physical Knowledge in Preschool Education: Implications of Piaget's Theory. Reissued with a New Introduction.
PUB DATE- 93
NOTE- 321p.; Foreword by Jean Piaget.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Innovation; Gravity (Physics); *Learning Activities; Motion; *Physics; *Piagetian Theory; *Play; *Preschool Education; *Science Education; Teaching Methods

Guided by Piaget's constructivist theory on how children learn, this book explores an innovative approach to teaching physical knowledge in preschool. Part 1 differentiates between "science education" and "physical-knowledge" activities, noting that physical-knowledge activities involve primarily movements of objects and changes in objects. This part further discusses the rationale for their use and the objectives that determine the principles of teaching physical knowledge. Part 2 is an account of different activities: rollers, target ball, inclines, water play, and the pendulum. Each activity is illustrated in terms of its planning, trial and evaluation. The actions of the children and the reactions of the teachers are also reported. The last part of the book stimulates the reader to go beyond the examples in the book and reveals how physical-knowledge activities can be invented and integrated into an ongoing program. Some of the sources for new ideas are games, objects, and toys as well as chapters on art, science, music, and bibliography, and an index. (KS)

ED 373 940 RC 019 731

Nyberg, Lisa M., Ed.
Earth's Caretakers: Native American Lessons.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 121p.; Masters Project.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indians; Art Activities; *Conservation (Environment); Elementary Education; *Environmental Education; *Holistic Approach; Instructional Materials; Learning Activities; Lesson Plans; *Science Activities; Teaching Guides
IDENTIFIERS- *Culture Based Curriculum; *Guided Discovery Approach; Native Americans

Written by Native American teachers and by teachers of Native Americans, this book presents examples of ways to learn respect for the Earth and its people. The hope is that students will learn to walk softly upon the Earth and to respect all living things. Lessons and activities engage elementary and middle school students in a four-step participatory exploration of topics that are meaningful and relevant to their lives. Each chapter begins with a profile of a Native American--an artist, a teacher, a cook, an engineer, and a dancer. Students then follow a guided discovery format to study different subject areas suggested by facets of that person's life. Components of the format are exploration (presentation of the problem or issue), seminar (discussion and problem solving), invention (new information and interpretation), and application of knowledge to a new situation. Science, language arts, mathematics, art, and social studies are integrated into lessons encompassing topics such as ecosystems, ethnocultures, health, and art from the earth. Contains 40 additional readings and many illustrations. (TD)

ED 373 941 RC 019 732

Grinde, Donald A., Jr.; Johansen, Bruce E.
Exemplar of Liberty: Native America and the Evolution of Democracy. Native American Politics Series No. 3.
PUB DATE- 91
NOTE- 342p.; Foreword by Vine Deloria, Jr.; original artwork by John Kahionhes Fadden. Figures and photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *American Indian History; American Indians; *American Indian Studies; Constitutional History; *Cultural Images; Cultural Interrelationships; *Democracy; Governance; Higher Education; *Political Influences; Primary Sources; *United States History
IDENTIFIERS- Controversial Topics; Founding Fathers of the United States; Historical Distortion; *Iroquois Confederacy; Native Americans; United States Constitution

Drawing on the historical record and primary sources, this book portrays how Native American political confederacies of the colonial era operated and how their organization and underlying principles influenced the founding fathers of U.S. political differ in some significant ways which are explained by the fact that: (1) problem in everyday situations are embedded in real contexts that are meaningful to the problem solver; and (2) the mathematics used outside school is a tool in the service of some broader goal. This paper discusses research which examined mathematics practice in everyday work situations by comparing in-school and out-of-school practice. It presents a framework for gaining insight into the interplay between socio-cultural and cognitive developmental processes through the analysis of practice. Discussion of the research illustrations includes goals of the activity, conceptual understanding, and flexibility in dealing with constraints. Suggestions for teachers in connecting in-school with out-of-school experiences are given. Contains 25 references. (MKR)

ED 373 961 SE 054 482

Making Mathematics Work for Minorities: Framework for a National Action Plan.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Higher Education; *Mathematics Achievement; *Minority Group Children; *Minority Groups; Sex Differences; *Social Bias
IDENTIFIERS- Mathematical Sciences Education Board

This booklet outlines the 1990 national action plan for making mathematics work for minorities developed by the Mathematical Sciences Education Board. Topics discussed are: placing a high priority on mathematics education; charge to the 1990 National Convocation; barriers to minority achievement; what can and should school systems, institutions of higher education, professional organizations, parents, community groups, the media, business and industry, and government do; launching the Alliance to Involve Minorities in Mathematics (AIMM); AIMM Organizations; and continuing the commitment. (MKR)

ED 373 962 SE 054 505

Zambo, Ron; Hong, Eunsook
Elementary School Teachers' Instructional Behavior in Mathematics Problem Solving: A Comparative Study.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beliefs; Comparative Analysis; Comparative Education; Cross Cultural Studies; Elementary Education; *Elementary School Teachers; Foreign Countries; *Mathematics Instruction; *Problem Solving; Questionnaires; *Teacher Attitudes; *Teaching Methods; *Time Management
IDENTIFIERS- Arizona (Phoenix); South Korea

The results of the International Assessment of Educational Progress released in February 1992 indicate that in mathematics and science the United States ranks near the bottom, while South Korea and Taiwan rank at the top. This paper compares the nature of mathematical problem-solving instruction in Korean elementary schools to that in American elementary schools.

NOTE- 38p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 7,
1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Discussion (Teaching
Technique); Grade 6; Intermediate Grades; *Science Instruction;
Sex Differences; *Small Group Instruction; Student Behavior;
*Womens Education

This paper looks at the amount of students' participation in instances of two common instructional arrangements, whole-class and small-group discussions, in a sixth-grade science class. The purpose is to understand how best to allow girls equitable access to the kinds of social interaction shown to be necessary for science learning. It is first established that although the teacher believes in making room for everyone to talk, girls talk significantly less than boys do in whole class discussions run by this teacher. It is further shown that small groups afford different participation structures than the one-at-a-time talk of the whole class, and that turns are often distributed more equitably in these small groups than in whole class discussion. For each arrangement the paper begins to identify some strategies students use to gain turns at talk. It suggests that the more control these students had in establishing the participation structures, the more equitable was the participation from various students. (Author)

ED 373 984 SE 054 706

Samples, Bob, Ed.
Rivers at Risk: An Activity Based Study Guide for the Colorado
River Basin.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Botany; Elementary Secondary Education; *Endangered
Species; Environmental Education; *Habitats; *Ichthyology;
Integrated Activities; *Interdisciplinary Approach; Water
Pollution; *Water Resources; Zoology
IDENTIFIERS- *Colorado River Basin

This activity guide is intended to increase student awareness and understanding about the Colorado River Basin. Each activity includes objectives, procedures, materials list, related activities, questions for students, and related information. The activities are varied to appeal to a wide range of learning styles and modalities and are interdisciplinary in design. The first chapter is an overview for teachers and the remaining chapters contain the activities: (1) "Wildlife Webs"; (2) "Big Basin Blues"; (3) "Rights and Wrongs"; (4) "Water in the Air"; (5) "Canyon Country Art"; (6) "Counting Water"; (7) "Ancient Waters"; (8) "Invisible Passengers"; and (9) "Habitat Hazards." (MKR)

ED 373 985 SE 054 709

Feldman, Alan H; Nyland, Heidi
Collaborative Inquiry in Networked Communities: Lessons from the
Alice Testbed.
SPONS. AGENCY- National Science Foundation, Washington, D.C.

about intriguing valuable biology and biotechnical projects. It is not a cookbook; it will require students to think. It is about new technology on the cutting edge of the racing advances of biological science. It is a book about being confident and gaining self-satisfaction. It is a book about winning. (ZWH)

ED 374 007 SE 054 890

The Topsoil Tour. The Hands-On Test Kit & Mini Curriculum for Exploring Soil.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Ecology; Educational Games; Elementary Secondary Education; Environmental Education; *Experiments; *Science Activities; *Science Curriculum; *Soil Science; Testing
IDENTIFIERS- *Nutrients; pH; *Soil

The goal of this mini-curriculum is for students to examine, discover, and compare the physical and chemical properties of soil. Seven units are designed to be presented as a lecture and to allow 30 to 40 students to perform every procedure, each testing their own soil sample. Games are provided in each section to reinforce the concepts presented in each unit. Unit 1 introduces students to the concepts of soil and topsoil, soil nutrients, and soil testing. Unit 2 involves students in classifying soil samples, recording data, and building a filtration apparatus. Unit 3 introduces the pH scale and testing for the pH of a soil solution. Units 4, 5 and 6 examine nutrient cycling, and extraction of a soil nutrient solution for nitrogen, potassium, and phosphorus testing. Unit 7 activities include analyzing, summarizing, discussing and reporting test results. Instructional materials include teacher tips, materials needed, vocabulary terms with definitions, general preparation instructions, handout duplicating masters, lesson plans with activity procedures, soil test bags, and individually packaged tablets for chemical testing. Four appendices contain information on interpreting soil test results, eight additional resources, chemistry information, and a refill and replacement parts list. (LZ)

ED 374 008 SE 054 891

The Tapwater Tour. The Hands-On Test Kit & Mini Curriculum for Exploring Drinking Water.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Drinking Water; Elementary Secondary Education; Environmental Education; *Experiments; *Science Activities; *Science Curriculum; Testing; *Water Quality; Water Treatment
IDENTIFIERS- Calcium; Chlorine; Copper; Iron (Metal); pH; *Water Analysis

The goal of this mini-curriculum is for students to discover what opinions about the civic dispositions of Japanese students, but few have addressed the relationship between schooling during the formative years of middle childhood and the socio-political outcomes typically associated with citizenship education. In order to investigate this relationship, measures of both socio-political attitudes and perceptions of classroom climate used in previous cross-national studies of civics education were translated into Japanese and administered to 143 first- and third-year middle school students. Findings supported the validity and reliability of factor based scales measuring support for free expression, cynicism towards authority, political interest, active citizenship, and expected future participation. However, follow-up interviews with teachers suggested that Japanese interpretations of key concepts such as democracy, free expression, and participation differ substantially from western conceptualizations, calling into question the viability of cross-cultural comparisons on the basis of these measures. The eight appendices include: (1) civic attitudes questionnaire; (2) tolerance for diversity scale; (3) civic attitudes questionnaire for Japanese students; (4) directions for administering the questionnaire; (5) rotated factor structure of 54 attitude items; (6) attitude items retained on 6 factor based scales; (7) summary of item weaknesses and recommendations for revision; and (8) rotated factor structure of good citizen items. (Author/DK)

ED 374 030 SO 024 123

Szymczuk, Michael
National Diffusion Network's Evaluation of the Fast Track Music System 1992-93.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- Aug 93
NOTE- 58p.; Paper presented at the Annual Meeting of the Educational Research and Evaluation Association (IA, December 2-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bands (Music); Grade 5; Intermediate Grades; *Music Education; Program Evaluation; Teaching Methods
IDENTIFIERS- *Fast Track Music System; Musical Achievement Test of Iowa; National Diffusion Network

This document reports on an evaluation project to determine the effectiveness of the Fast Track method of instrumental music instruction as applied to beginning band instruction. The Fast Track music system is unique because it simultaneously aids both visual and aural learning by using a book and cassette tape approach to instruction. Traditional beginning band instruction is principally taught using either a book or music sheets. The Fast Track system's philosophy maintains that music gains its meaning from the relationship of rhythm to beat, and pitch to harmony; and that repetition is essential for learning. To evaluate the Fast Track music system, data were collected from three sources: (1) a survey of student background and student attitude toward music and band; (2) the Musical Achievement Test of Iowa; and (3) an individual 15-minute performance task composed of three songs with six criteria. The evaluation criteria were: (1) beginning on first beat after instruction; (2) consistent beat; (3) rhythm patterns; (4) performs correct notes; (5) observes articulation markings; and (6) tune integrity. Two Fast Track schools and two non-Fast Track schools participated in the project. A

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environment; *Environmental Education; Learning Activities; Secondary Education; *Secondary School Curriculum; *Social Studies

Because humans and nature are inextricable entities sharing a common global lifespace, natural and social environments are interactive and interdependent. There is a need to (1) understand the origins and characteristics of lifespace phenomena; (2) perceive man and Nature relationships; (3) respect Nature; (4) appreciate the beauty of one's surroundings; (5) commit one's self to preserving a quality lifespace; and (6) prevent rift between natural and social (human-made) environments. Thus it is important that K-12 curricula provide all students the opportunity to interact with, and study, the total lifespace in which they exist and function. This document provides and discusses ecosocial studies curriculum examples divided into urban, suburban, and rural environments. Each of these environments is further divided into thematic units on living space, open areas, cooperative living habitats, population density, goods and services, recreation, zoning, land use, transportation systems, natural resources, endangered species, environmental impact studies, or pollution. Examples of encounters for learning activities are provided for each thematic unit. (DK)

ED 374 049 SO 024 364

Peters, Richard
Understanding Environmental Rift: An Eco/Social Studies Approach.
PUB DATE- Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Ecology; Elementary Secondary Education; *Environmental Education; Social Studies

Because man and nature are inextricable entities sharing the common lifespace of earth, there is an urgent need to create cooperative living habitats on a global scale. Cooperative living habitats (CLHs) are settings in which man and nature coexist and prosper. In order to create and maintain CLHs, human beings must be nature sensitive and culture literate. Each one must: (1) be aware of the natural and social worlds around us; (2) be informed about past and present conflicts, issues, problems, and situations related to natural and social environments; (3) have empathy for the plight of nature and diverse human groups, locally, regionally, nationally, and internationally; (4) understand the character of diverse natural environments and human groups that are both nearby and distant; (5) have developed attitudes and behaviors as well as opinions about ecological and cultural issues in contemporary life; (6) be committed to proactive actions; (7) perceive relationships between humans and nature; (8) perceive relationships among human groups; and (9) recognize the differences and similarities among the traits of diverse human groups. This document suggests learning activities and goals for teaching the concepts of pollution, land use, and melting pot. Contains 22 references. (Author/DK)

ED 374 050 SO 024 374

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Rights; *Constitutional Law; *Court Litigation; Due Process; Equal Protection; Freedom of Speech; Government School Relationship; High Schools; *Law Related Education; Social Studies; State Church Separation; *Student Rights; United States History
IDENTIFIERS- *Supreme Court

This document is a collection of 16 lessons designed for use in United States history and American government courses at the high school level. The lessons are divided into four distinct categories: (1) religion and the Establishment Clause; (2) freedom of expression; (3) due process and other rights of the accused; and (4) equal protection of the laws. Individually each lesson is based upon an actual cases decided by the United States Supreme Court. The lessons are intended to introduce students to basic constitutional principles, especially the need to protect individual liberties in an ordered society. Reenactments of key Supreme Court cases are an effective way to introduce students to constitutional issues. The lessons in this manual are based intentionally on controversies that originated in U.S. classrooms or the juvenile court system. Students tend to have a natural curiosity about cases that focus on young people confronting issues that might be similar to the ones they are currently facing, or interacting in a school environment that is analogous to their own. The use of authentic cases also can help to illustrate that it is possible for ordinary citizens, including students, to initiate actions that ultimately reach the Supreme Court where important precedents that affect millions of people are established. This manual includes suggested teaching approaches, two bibliographies, and a listing of national law-related education resource centers and state coordinators for law-related education. Appendices include the U.S. Constitution, three ERIC digests, and information on the American Bar Association's law-related education resource center. (DK)

ED 374 071   SO 024 554

Presseisen, Barbara Z.; Beyer, Francine S.
Facing History and Ourselves: An Instructional Tool for Constructivist Theory.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994). Visual examples and student assignment sheets may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Curriculum Development; Educational Research; Foreign Countries; History Instruction; Interdisciplinary Approach; Nazism; Persuasive Discourse; Secondary Education; *Social History
IDENTIFIERS- *Facing History and Ourselves; Germany

satisfaction, models of student satisfaction were developed to determine critical components in freshman satisfaction. Implications for institutional research include: (1) researchers can use integrated freshman databases to provide more comprehensive outcomes assessment measures; (2) integrated data providing a comprehensive picture of the freshman experience provides decision makers with more useful information for developing successful institutional strategies; (3) researchers can develop longitudinal databases and institution-specific models of the freshman experience; and (4) this integrated analysis uses a total quality approach to understanding the freshman experience. (Author/JB)

ED 373 616 HE 027 602

Volkwein, J. Fredericks; Szelest, Bruce P.
The Relationship of Student Loan Default to Individual and Campus Characteristics. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; College Graduates; Databases; Higher Education; Individual Characteristics; *Institutional Characteristics; *Loan Default; Loan Repayment; *Prediction; *Student Characteristics; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *AIR Forum; Integrated Postsecondary Education Data System; National Postsecondary Student Aid Study

This study addressed the question of whether student loan repayment and default behaviors are more highly related to the characteristics of the college attended or to the characteristics of the aid recipient. The model for the study was based on theories of human capital and public subsidy, ability to pay perspectives, organizational structural/functional approaches, and student-institution fit models. Data from three national databases were merged: the 1987 National Post-secondary Student Aid Study of individual recipients of federal financial aid, the Integrated Post-secondary Education Database System data containing campus financial and enrollment characteristics, and a third containing College Board Survey data. Analysis found no support for the hypothesis that institutional characteristics have an impact on student loan default. Default behavior could, however, be substantially predicted by borrower characteristics. These included race, marital status, college major, grade point average, highest earned degree, and taxable income. These results erode the basis for current national policy and practice, which holds institutions accountable for the default behavior of those who have left the institution. (Contains 37 references.) (JB)

ED 373 617 HE 027 603

Drummond, Marshall E.; And Others
Dealing with Faculty Salary Inequity-A Case Study. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA,

Computer Software Evaluation; Debugging (Computers); Higher Education; *Institutional Research; *Statistical Analysis; Statistical Data

IDENTIFIERS- *AIR Forum; Biomedical Computer Programs; Internet; Minitab II Programing Language; *Statistical Package for the Social Sciences; Student Administration System

This paper looks at bugs and errors in the following commonly used statistical packages: SAS, Statistical Package for the Social Sciences (SPSS), Biomedical Data Plan (BMDP), and Minitab. A section on using the Internet to keep up to date on these packages covers subscribing to statistical software lists, searching statistical software lists, using gopher sites of archived messages, and receiving information directly from SAS. A brief section on the literature notes that journals and magazines publish reviews of statistical software. A following section offers seven examples of bugs and errors associated with either SAS or SPSS which also have relevance to many statistical packages. (Contains 15 references.) (JB)

ED 373 635 HE 027 621

Lyons, Linda

The Implementation of a Local Model To Assess the Basic Skills Program at a Four-Year Public College. AIR 1994 Annual Forum Paper.

PUB DATE- May 94

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Basic Skills; College Freshmen; Developmental Studies Programs; Educational Assessment; *Educationally Disadvantaged; Educational Objectives; Educational Quality; English Instruction; Evaluation Methods; Higher Education; High Risk Students; Mathematics Education; Models; *Program Evaluation; Reading Instruction; *Remedial Instruction; State Colleges; Undergraduate Study; Urban Education

IDENTIFIERS- *AIR Forum; *Jersey City State College NJ

Jersey City State College (New Jersey) developed a local evaluation model to assess all salient aspects of the institution's basic skills program. The college's Academic Foundations Program was implemented to address the needs of urban educationally disadvantaged students. It includes faculty and staff development and research, freshman course placement based on student performance on a state-mandated placement test, and remedial courses in English, reading, and mathematics. Proficiency levels and remedial-course exit criteria are determined by student performance on course posttest measures. In developing the evaluation model six program objectives were formulated: (1) establishment of a cohesive structure for the basic skills program; (2) remedial course placement rates; (3) first-year course outcomes; (4) skills developed by basic skills course completers; (5) subsequent academic performance and retention rates; (6) basic skills research conducted by faculty and staff. Quality indicator standards were set based on program structure, characteristics of target and comparison groups such as peer institutions, and statewide policies with respect to basic skills. Qualitative and quantitative data were compiled. Results showed that five of the six objectives were met. The quality indicator standard was met in English and mathematics

Paper describes the degree course structure prior to 1992-93 and factors leading to change, including university response to government policy encouraging wider access to higher education. A rationale for modularization is presented, and development of the modular scheme is detailed, emphasizing the consultation, approval, quality control, and problem-solving processes. The modularization was designed to permit wider access, accelerated study, greater flexibility, and student choice; permit best use of available accommodations; allow student numbers to increase in line with government guidelines; and result in a reduction in resource requirements via the development of common curricula and assessment and a reduction in course administration. Students have enjoyed the opportunity to select free choice electives in fields totally different from those of their chosen program of study and prefer the assessment strategy which removes hurdles to entry to examinations and allows good marks in some assignments to compensate for poor marks in others. Academic staff have tended to experience increased workloads in the short term but it is anticipated that this will decrease. No significant difference in the performance of accounting students was exhibited after implementation of the modularization. (Contains 11 references.) (JDD)

ED 373 654   HE 027 640

Borden, Victor M. H.
Segmenting Student Markets with a Student Satisfaction and Priorities Survey. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Chi Square; *Cluster Analysis; Higher Education; Institutional Research; *Marketing; *Participant Satisfaction; Program Development; *Research Design; Research Utilization; Student Attitudes; *Student Characteristics; Urban Universities
IDENTIFIERS- *AIR Forum; Market Analysis; *Market Segmentation

A market segmentation analysis was conducted on students at a large midwestern urban university using two forms of hierarchical cluster analysis on student characteristics: an agglomerative procedure using a matching-type association measure and a divisive chi-square based automatic interaction detection (CHAID) procedure. Data were extracted from institutional records and a survey of 872 students concerning satisfaction with 48 different campus aspects and importance of 18 goals for college study. Eight clusters resulted from a matching-type measure/Ward's method clustering analysis, while the CHAID procedure resulted in a six cluster solution. Comparative analysis revealed that both procedures produced differences across only two of six satisfaction scales. The matching-type measure clusters resulted in significant differences on 11 of 18 college study priority items compared to only 6 of 18 for the CHAID clusters. The study concludes that the matching-type measures/Ward's method procedure produced more easily interpretable clusters with more corresponding differences in student priorities for attending college. The CHAID procedure serves better when there is a single outcome of high interest for distinguishing among students, in this case general academic satisfaction. The programs; (7) average financial aid awards; (8) student loan default rates; (9) historical fall term enrollments from 1972-1993; (10) plans for South Dakota high school graduates from 1970-1993; (11) projections of South Dakota high school graduates from 1994-2009; (12) student geographic distribution and enrollment by site; (13) student persistence rates; (14) campus crime rates; (15) special schools profiles; (16) faculty profiles, salaries by rank, and turnover rates; (17) management ratios; (18) degrees conferred and degree trends from 1987-1993; and (19) data on physical plant. (MDM)

ED 373 674 HE 027 660

Assiter, Alison, Ed.; Shaw, Eileen, Ed.
Using Records of Achievement in Higher Education.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Achievement; College Admission; College Curriculum; Definitions; *Educational Attitudes; Educational Trends; Employer Attitudes; Evaluation Methods; Foreign Countries; *Higher Education; Individual Development; Information Technology; Institutional Role; *Portfolios (Background Materials); Professional Development; Student Centered Curriculum; Student Development; *Student Evaluation; *Vocational Education
IDENTIFIERS- *Records of Achievement (United Kingdom); United Kingdom

This collection of 22 essays examines the use of records of achievement (student profiles or portfolios) in higher and vocational education in the United Kingdom. They include: (1) "Records of Achievement: Background, Definitions, and Uses" (Alison Assiter and Eileen Shaw); (2) "Profiling in Higher Education" (Alison Assiter and Angela Fenwick); (3) "Records of Achievement and Admission to Higher Education" (Richard Gretton); (4) "Passport Scheme" (Heather Hughes Jones); (5) "Recording of Achievement within Accreditation of Prior Learning: A Case for Three Capabilities" (Lovemore Nyatanga and Jane Fox); (6) "Portfolio Development for National Vocational Qualifications" (Howard Foster); (7) "Some Institutional and Practical Implications of Introducing Records of Achievement" (Ros McCulloch); (8) "Maintaining the Ethos of Records of Achievement in Higher Education Curriculum and Assessment" (Lesley Cooke and Maggie Taylor); (9) "Using Portfolios for Personal and Career Development" (Roger Harrison); (10) "The Record of Achievement as a Learning Resource for All Students" (Marilyn Wedgewood and Joyce Godfrey); (11) "Profiling and Assessment of Professional and Personal Transferable Skills Acquired by Students on a BSc Honours Course in Psychology" (Beryl Starr); (12) "Using Portfolios to Record Progress and Assess Achievement" (Roger Payne and others); (13) "Developing Student-Centred Records of Achievement on an M. Eng. Course" (Roy Gregory and Lin Thorley); (14) "Records of Achievement in Relation to Personal Learning" (Katherine Cuthbert); (15) "Student Empowerment Through the Recording and Reviewing Process: Theatre in Education with Student Teachers" (Karen Carter); (16) "Using Information Technology for a Student-Produced Record of Achievement" (Keith Selkirk); (17) "Diploma of Personal and Professional Development" (Helen C. Gladstone); (18) "Recording Learning and Development on Sandwich Placements" (Sue Drew and Keith Willis); (19) "Self-Development: The Buck Stops Here" (Nigel Smalls); (20) "Records

Education; *Integrated Curriculum; *Interdisciplinary Approach; *Literature; Multicultural Education; Novels; Second Language Instruction; Teaching Methods

Business education is being re-examined and reformulated to help students learn to grapple with business problems in new, multidisciplinary ways and to equip them with a deep cross-cultural understanding and a truly global perspective. Business students with highly verbal abilities, compared to those with high math abilities, thrive on complexity and uncertainty and tend to be open-minded, analytic, nonjudgmental, and integrative thinkers. This has resulted in an advocacy for bringing together the disciplines of economics and humanities. Conflicts arise when seemingly disparate disciplines are combined, and the resistance from some faculty to interdisciplinary studies often arises for reasons apart from the intrinsic merit of the courses. However, it behooves the disciplines, particularly the departments of foreign languages which find it difficult to make the transition into meeting student needs for a particular profession, to review their curricula and find ways to gain from each other while creating approaches to learning through course work more adaptable to the needs of the future. Six categories of business or economics novels are outlined, and seven teaching suggestions are offered for the use of fiction as authentic texts in business courses. (Contains 10 references.) (JDD)

ED 373 692 HE 027 688

Schertzer, Clinton B.; And Others
A Typology of Learning Activities for International Business Education.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration Education; *Classification; Costs; Curriculum; Global Approach; Higher Education; *International Education; *International Trade; *Learning Activities; Teaching Methods
IDENTIFIERS- Xavier University OH

A typology of learning activities for business education was developed at Xavier University (Cincinnati, Ohio) based on three primary goals for internationalization of business education: awareness, understanding, and competency. Fifteen types of internationalization pedagogical activities are identified: international examples, international speakers, international cases, videotapes, international culture course in the United States, international culture course abroad, course taught abroad by local (foreign) faculty, international experience course, international exercise/simulation, international project, international internship in the United States, international internship abroad, international business plan, course taught abroad by U.S. faculty, and international information exchange. A chart presents curriculum goals for each of the learning activities; a second chart assigns the university's relative cost in achieving each learning activity.

belief that successful implementation of technology requires a supportive environment from administrators and the community. Three tables present survey findings. (Contains 19 references.) (SLD)

ED 373 711 IR 016 721

Dodge, Bernard J.
Design and Formative Evaluation of PLANalyst: A Lesson Design Tool.
PUB DATE- 94
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Uses in Education; Databases; Editing; Educational Planning; Elementary Secondary Education; Evaluation Methods; *Expert Systems; Feedback; Field Tests; Formative Evaluation; Higher Education; Hypermedia; *Instructional Design; *Lesson Plans; Models; Screen Design (Computers); Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Apple Macintosh; HyperCard

This paper describes the process used to design and evaluate a computer-based tool that guides the development of lesson plans. The tool, PLANalyst, contains a small expert system with a human face that analyzes lessons and gives specific feedback for improvement. The process used to create PLANalyst can be generalized to the development of tools to support any complex intellectual task. PLANalyst runs on Macintosh computers and was constructed with HyperCard. The tool allows easy creation and editing of lessons and provides printed out lesson plans that encourage lessons based on sound instructional principles and realistic estimation of time. It also provides a common language and a tool for team teaching and instructional development. The model on which it is based most closely resembles the nine events of instruction of R. M. Gagne and others. Preparation screens and event screens are illustrated, and the expert system is described. Field tests with close to 200 college students have supported the utility of the tool. The final version, still in development, will incorporate a database of useful teaching techniques drawn from ERIC citations. Six figures illustrate the screens. Two appendixes contain event categories and an evaluation form. (Contains 7 references.) (SLD)

ED 373 712 IR 016 722

Earle, Rodney S.
The Odyssey Project: A Quest for School Design.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 373 730 IR 016 740

Lebow, David G.; Wager, Walter W.
Authentic Activity as a Model for Appropriate Learning Activity: Implications for Design of Computer-Based Simulations.
PUB DATE- 94
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Simulation; *Computer Software Development; Context Effect; Educational Theories; Elementary Secondary Education; Higher Education; *Instructional Design; Learning; Linking Agents; Models; Outcomes of Education; Problem Solving; *Student Projects; *Teaching Methods; Theory Practice Relationship; Values
IDENTIFIERS- *Authenticity

Implications of using authentic activity as a model for appropriate learning activity are discussed, particularly in regard to the design of computer-based simulations and project-based learning activities. Mere provision of computer-based simulations and reality-centered projects does not ensure that a student will derive the benefits of in-context learning. Characteristics of real-life problem-solving tasks, such as ill-structured problems, complexity, and duration, must be incorporated. The cognitive apprenticeship framework provides the primary rationale for using authentic activity as a model for appropriate learning activities. Theory suggests that learning outcomes are maximized when fidelity and complexity are added progressively in the simulation. A useful way to regard authentic learning activity is to see it as a simulation in which instructional overlay is designed to support a related set of values, integrating ends with means. Design must support the learner in establishing a learning enterprise within the global task environment, and the learning situation must afford activities that can be transferred to the real environment. (Contains 29 references.) (SLD)

ED 373 731 IR 016 741

Lee, In-Sook
Identifying Values: The Front-End of Systemic School Restructuring.
PUB DATE- 94
NOTE- 35p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Case Studies; Community; Definitions; *Educational Change; Educational Environment; Elementary Education; Elementary School Teachers; Identification; Interviews; Learning; Outcomes of Education;

however, ITV requires structured planning and development, making the use of instructional design principles imperative. The following recommendations are made for training teachers about ITV: (1) provide an overview of the technology and how it works; (2) provide hands-on guided practice; (3) incorporate effective elements of instruction; (4) conduct periodic follow-up inservice training; (5) train with teachers who volunteer; (6) establish the amount of time needed to prepare and teach ITV courses; (7) provide experiences with other faculty members; (8) incorporate strategies for adding visual components to audio courses; and (9) use strategies that encourage group cohesion and student motivation. Teachers must adapt instruction to meet the varied needs of students, as both teachers and students adjust to the demands of the medium. (SLD)

ED 373 749 IR 016 759

Ragan, Tillman J.; Smith, Patricia L.
Opening the Black Box: Instructional Strategies Examined.
PUB DATE- 94
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Instructional Design; *Learning Strategies; Models; Organization; Problem Solving; Skill Development; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Black Box Theories; Generative Processes

A conditions-based approach to the development of microlevel organizational strategies for instruction is explored. The conditions model reflects the idea that differences in learning tasks, primarily qualitative differences in the cognitive processing required of different learning tasks, can suggest different ways by which instruction can either supply the processing needed or assist learners to generate the needed processing. A perceived limitation has been the idea that conditions-based models prescribe only supplantive instruction or that the models are inherently biased toward supplantation. This limitation is overcome in a recent work (Smith and Ragan, 1993), which presents a revision of the events of instruction in which both generative and supplantive interpretations are suggested by the wording of each event. Strategy recommendations using the expanded events of learning are presented in summary sheets for (1) declarative knowledge; (2) concept learning; (3) procedural rule learning; (4) relational rule learning; (5) problem solving; (6) attitude learning; and (7) learning psychomotor skills. (Contains 70 references.) (SLD)

ED 373 750 IR 016 760

Rathbun, Gail A.; Goodrum, David A.
Evaluating the Impact of Instructional Multimedia: Workable Techniques.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville,

model). When to use the models is explored, and the generative model is suggested for high-ability students, while the embedded model might be appropriate with organized or familiar learning contents. These models can lay a foundation of theory on design using cognitive-strategy activators. Four figures illustrate the discussion. (Contains 140 references.) (SLD)

ED 373 768 IR 016 778

Gibbs, W. J.; And Others
An Analysis of a Computer Assisted Learning System: Student Perception and Reactions.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; College Students; *Computer Assisted Instruction; Evaluation Methods; Higher Education; Pilot Projects; Pretests Posttests; Research Methodology; *Student Attitudes; Student Reaction; *Videotape Recordings
IDENTIFIERS- Finance; Pennsylvania State University; ToolBook

Within the Mathematics of Finance classes at the Smeal College of Business Administration at Penn State University, lectures are developed using Asymetric's Toolbook program and are presented through a computer system. This approach was implemented because it has the potential to convey effectively concepts that are ordinarily difficult to communicate to large classes of students. For example, the class can input arbitrary interest rates and instantly see their effects on other variables. In the fall semester of 1992, an analysis was conducted on a class of 58 junior-level actuarial science students by making video recordings of all class lectures. One camera focused on students and their physical reactions and the second camera recorded images projected by the computer system. Students also took pretest and posttest attitude surveys about the lectures. The video-recording technique was an effective methodology, in spite of the time required for analysis. Students, as expected from their pretest attitudes, found the approach comfortable and appeared to perceive the animation of the concepts and ideas as useful and attention gaining. One table and seven figures present analysis data. (Contains 6 references.) (SLD)

ED 373 769 IR 016 779

Kao, Hsun-Fung; And Others
Implementation of an Interactive Videodisc Program: An Ethnographic Study.
PUB DATE- 94
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

special ideas; sample programs; booklists and audiovisual recommendations; games and activities; and craft ideas. Part 4, "Games and Giveaways," contains clip art to use for decorations, bookmarks, and announcements; puzzles and word games; and mazes and coloring pages. Part 5, "Performing Artists," contains a list of performers for programs. Finally, Part 6, "Sources and Resources," lists professional sources to aid librarians with programs, including resources for the hearing and visually impaired. (JLB)

ED 373 789 IR 055 149

Sumner, Mary Ann, Comp.
Paint Your World with Poetry: A Bibliography of Poetry and Rhyme Books in Recorded and Braille Formats for Young Readers from Preschool through Junior High.
PUB DATE- 15 Sep 93
NOTE- 44p.; Compiled in conjunction with the 1993 Florida Summer Library Program (see ED 360 990). For related bibliographies, see IR 055 150-155.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Braille; *Childrens Literature; Elementary Education; Media Adaptation; *Poetry; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- Florida

This annotated bibliography comprises an alphabetical listing of 128 books on poetry available in special formats. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index and an order form. (JLB)

ED 373 790 IR 055 150

Sumner, Mary Ann, Comp.
Razzle Dazzle Reading Circus: A Bibliography of Books in Recorded and Braille Formats for Young Readers from Preschool through Junior High. Silver Summer Scrapbook--Summer Library Program, 1993.
PUB DATE- 15 Mar 93
NOTE- 20p.; Compiled in conjunction with the 1993 Florida Summer Library Program (see ED 360 990). For related bibliographies, see IR 055 149-155.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Braille; *Childrens Literature; Elementary Education; Fiction; Media Adaptation; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- *Circuses; Florida

This annotated bibliography comprises an alphabetical listing of 34 books on circuses available in special formats. The list has books about true circus stories; make believe stories; and circus animals. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index

PUB DATE- 4 Aug 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Outcomes of Education; *Prerequisites; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Blinn College

A study was conducted at Blinn College in Texas to investigate the performance of students enrolled in 20 selected fall 1993 courses and their subsequent performance in related courses in spring 1994. The study sought to provide an outcome measure for the courses that could be use in program review and development, student advisement, and student retention activities. For example, there were 651 students enrolled in Biology 1408 in fall 1993, with 416 of the group receiving a C or better. In spring 1994, all but 167 of those 651 students were still enrolled at Blinn, with 171 of them enrolled in the associated course, Biology 1409. Of the 171 students, 125 received a grade of C or better in Biology 1409, 27 students received a D or F, and 16 did not complete the course. Other sample findings included the following: (1) of the 1,810 students who took English 1301 in fall 1993, 853 took English 1302 in spring 1994; (2) of the 762 continuing students who received a grade of A through C in English 1301, 558 received a grade of A through C in English 1302, 69 received a D or F, 127 dropped out, and 1 received an incomplete; and (3) 32 students who received a D or F in Math 0309 in fall 1993 repeated the course in spring 1994, and 10 received an A through C. The bulk of the report consists of tables comparing fall and spring grades for each pair of courses, and including the number of students who did not take the related course and the number not enrolled at Blinn College in Spring 1994. (KP)

ED 373 813 JC 940 462

Callahan, Susan
Mathematics Placement at Cottey College.
PUB DATE- 19 Nov 93
NOTE- 17p.; Paper presented at the Annual Conference of the American Mathematical Association of Two-Year Colleges (19th, Boston, MA, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Calculus; *College Mathematics; Community Colleges; Criteria; *Cutting Scores; *Mathematics Tests; Program Development; Program Effectiveness; *Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Cottey College MO

In response to the large numbers of students who were failing or dropping out of basic algebra and calculus classes, Cottey College, in Missouri, developed a math placement program in 1982 using Basic Algebra (BA) and Calculus Readiness (CR) tests from the Mathematical Association of America's Placement Testing Program. Cut off scores for the tests were determined by relating student success rates to test scores during a 10-year period. In addition to BA and CR scores, other criteria for making recommendations include American College Testing and Scholastic Aptitude Test math scores and years of high school their experience at WRHC, was mailed to all 142 WRHC nursing students who earned 48 credit hours in 1992. Study findings, based on a 100% response rate, included following: (1) 86% of the nursing alumni had achieved an associate degree; (2) 33.1% of the alumni were still enrolled in school, compared to 23% in a 1992 study; (3) over 90% of the alumni were working in jobs that were identical or closely related to the nursing field; (4) nursing alumni rated their preparation in technical job skills and specific job knowledge highly, with the lowest rated areas of preparation including managerial and job search skills; (5) an increase in the extent to which the nursing graduates supervise the work of others was reported, with one-third of alumni supervising on a regular basis; (6) the average salary increased from $28,675 for 1990 alumni to $30,980 for 1992 alumni; (7) 90% of the students indicated that they were "satisfied" or "very satisfied" with WRHC, more than had indicated "very satisfied" before; and (8) the leading fields of work included medicine (22%), surgery (16%), psychiatric (10%), and intensive care unit (7%), with nearly three-fourths working in hospitals. The survey instrument is appended. (MAB)

ED 373 831 JC 940 481

Lucas, John A.; And Others
Student Development Survey of Adult Students. Volume XXII, Number 16, April 1994.
PUB DATE- Apr 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Age Differences; Community Colleges; *Educational Attitudes; Followup Studies; *Participant Satisfaction; Questionnaires; School Surveys; *Student Characteristics; *Student Educational Objectives; Student Personnel Services; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A follow-up study was conducted at Illinois' William Rainey Harper College (WRHC) to investigate the experiences of students 25 years of age and older at the college, including the services they used, the barriers they faced, and the ways WRHC could assist adult students in the future. A survey instrument was mailed to a stratified random sample of 125 students in each of four age groups: 25-30, 31-40, 41-50, and 51 and older. Study findings, based on a 36% response rate, included the following: (1) 78% of the respondents were female, 85% were employed full time, and 5% were minorities; (2) 6% were currently part-time students, 47% away from WRHC temporarily, and 47% were away from WRHC permanently; (3) the students attended WRHC mainly for personal growth, to develop new career opportunities, to update their current job skills, and to receive credentialing for their goals; (4) most were under time constraints and wanted to accomplish their goals in a short period of time; (5) the adult students were open to receiving college services, if they were aware of the services, if the services were offered at convenient times, and if the services will help them achieve their goals; (6) they appreciate WRHC offering classes at convenient times, being close to home, offering inexpensive programs, and offering a wide variety of programs; and (7) 40% volunteered to serve in an advisory capacity for future adult planning sessions. The survey instrument is included. (KP)

the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Coping; Females; Foreign Countries; Males; *Sex Differences; Stress Management; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Alberta

A study was conducted at Southern Alberta Institute of Technology (SAIT) to investigate gender influences on coping strategies by tracking multiple episodes of demands and coping strategies throughout an academic year. The study sample consisted of 94 students enrolled in 2-year academic programs having at least a 70/30 gender ratio. From a pool of volunteer participants, equal numbers of males and females were selected in each of three age groups: direct entry (ages 18-19), mature students (age 25 and older), and other students (ages 20-24). Students' perceptions of demands, stress, and coping were assessed at four designated points during the academic year using the COPE, the Beck Anxiety Inventory, the Beck Depression Inventory, and the Inventory of Student Demands. Study findings included the following: (1) there were no significant gender differences in types of demands reported, with both males and females reporting academic demands most frequently, followed by family and relationship demands, finances, and employment-related concerns; (2) male students made significantly more "contacts with instructors" to assist in coping with perceived demands, while females were more likely to cope through emotional expression and seeking social support; and (3) as a group, students tended to cope with their most important demand at the beginning of the term by using denial and disengagement, but at the end of the term, they tended to use acceptance. Contains 48 references. (KP)

ED 373 849 JC 940 503

Nolte, Walter H.
Student Outcomes and Performance Standards: Issues and Challenges for Community and Technical Colleges.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *Community Colleges; *Evaluation Criteria; *Evaluation Methods; Program Evaluation; Quality Control; *School Effectiveness; *Self Evaluation (Groups); Standards; Technical Education; Two Year Colleges

During the last few years, there has been a general emphasis in higher education on quality issues and the use of outcomes measures to assess institutional effectiveness. The quality emphasis in education suggests that previously defined performance standards are met through a review of outcomes assessment. This emphasis on outcomes measures represents a positive shift for community college occupational and technical programs, since, to a large extent, it is easier for occupational education to demonstrate effectiveness and accountability. An American College Testing survey of 675 colleges in 1990 found that the two most important measures of

12-week group counseling program to increase their academic achievement. Although student academic performance did not increase significantly, parents did gain a better understanding of the effects of domestic violence on their children and on the resources available to overcome domestic violence. (Four appendixes contain copies of a project evaluation survey, student pre- and posttests, a parent interview form, and permission to use references. Contains 38 references.) (MDM)

ED 373 866 PS 022 458

Prusso, Laurie Kay
Connecting: A Resource Guide for the Primary Intervention Program.
PUB DATE- 25 Mar 93
NOTE- 104p.; Master's Thesis, California State University, Hayward.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Intervention; Emotional Development; *Paraprofessional Personnel; Play; Primary Education; *Resource Materials; Social Development; Staff Role; *Student Adjustment; Teacher Attitudes

This thesis is the result of a study to develop and evaluate a resource guide for use by paraprofessionals implementing the Primary Intervention Program (PIP) in public school settings. PIP is used to detect and prevent school adjustment problems in primary school students through observations of their play behaviors. The resource guide was compiled to meet the needs of children and paraprofessionals participating in a specific PIP in the greater San Francisco area. The first part of the thesis presents a literature review as well as the background and rationale of the study, during which paraprofessionals used and evaluated the guide and made suggestions for revision. The major portion of the thesis consists of the resource guide itself, sections of which discuss PIP, the role of play, Erik Erikson's psychosocial developmental theory, the paraprofessional's role in PIP, and tips on using the guide. A quick glance guide is also included. Seven appendixes to the guide present: (1) a student information sheet; (2) play dough recipes; (3) a list of board games; (4) feeling faces; (5) a description of the "Feelings in Hand" set of playing cards, which can be used to promote emotional understanding and communication; (6) a list of children's books; and (7) a list of miscellaneous resources. The final section of the thesis presents the results of the evaluation, which indicated that the four PIP paraprofessionals evaluated the guide favorably. Pre- and Post-assessment surveys are appended. Contains 14 references. (MDM)

ED 373 867 PS 022 485

Sheridan, Patricia
Development of a Flexible Orientation Program for the Diverse Staff of the Westmoreland County Community College Child Development Center.
PUB DATE- 93
NOTE- 56p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Day Care Centers; Early

Canadian Child Care Federation Bulletin Survey Results: Here's What You Said... = Federation Canadienne des services de garde a l'enfance resultats de l'enquete: voici ce que vous avez dit... .
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; *Child Care Occupations; Foreign Countries; National Organizations; National Surveys; *Participant Satisfaction; *Professional Associations; *Professional Development; Teacher Attitudes
IDENTIFIERS- *Canadian Child Care Federation

In November 1993, the Canadian Child Care Federation (CCCF) surveyed the child care community to determine whether the Federation's services, publications, and programs were relevant to the providers of child care in Canada. A questionnaire was sent to Federation members, Canadian child care centers, the family day care network, and organizations listed in the CCCF's directory of child care organizations. The typical survey respondent was a child care teacher, working full-time in a child care center, with 10-15 years experience in the field. Study findings, based on responses from 26% of the CCCF membership as well as 224 non-members, indicated that respondents considered CCCF's publications its most important service, and that the top 10 areas of interest for CCCF publications and activities were: (1) wages and working conditions; (2) training; (3) staff development; (4) quality; (4) child development; (6) new resources; (7) funding issues; (8) health and safety; (9) curriculum for early childhood education; and (10) ethics. Findings also showed that 97% of the respondents rated public education as the most important service CCCF could provide, other than publications, and over 90% of the respondents rated national guidelines for training and service delivery as important initiatives for the child care field. Although 86% of the respondents considered CCCF conferences to be important, comments indicated that attendance was often dependent on travel subsidies. (AC)

ED 373 886 PS 022 564

Making a Quality Child Care Choice: Finding and Keeping Quality Child Care Can Be Challenging. Where Do You Start? = Choisir des services de garde de qualite: Trouver et garder des services de garde de qualite peut etre difficile. Du commencer?
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English; French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Check Lists; Child Caregivers; *Day Care Centers; Early Childhood Education; *Educational Quality; Evaluation Criteria; *Family Day Care; Foreign Countries; Guidelines; Institutional Characteristics; *Parent Responsibility; Parent Teacher Cooperation; *School

ED 373 904 PS 022 651

McGee, Christy D.
The Kentucky Education Reform Act (KERA): The "Eighth" Attribute Critical to the Development of Quality Nongraded Primaries.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Classroom Techniques; Continuous Progress Plan; Elementary School Students; Elementary School Teachers; Longitudinal Studies; *Mixed Age Grouping; *Primary Education; Program Implementation; Social Responsibility; *State Curriculum Guides; State Legislation; Student Centered Curriculum; Teaching Methods; Whole Language Approach
IDENTIFIERS- Developmentally Appropriate Programs; *Kentucky Education Reform Act 1990

This study examined the implementation of the seven critical attributes of the primary school curriculum mandated by the Kentucky Education Reform Act (KERA) in a single multi-age primary classroom. The study used a case-study approach over a 16-month period. The seven attributes observed are: (1) developmentally appropriate practices; (2) multi-age and multi-ability classrooms; (3) continuous progress; (4) authentic assessment; (5) qualitative reporting methods; (6) professional teamwork; and (7) positive parental involvement. The classroom observed contained nearly equal numbers of 6-, 7-, and 8-year-olds, with the teacher using a whole-language and student-paced approach to teaching. Weekly observations of the class over the course of the study found that the teacher was actively implementing all seven attributes of the KERA primary curriculum. The observations supported inclusion of an eighth attribute in the Reform Act, the development of social responsibility and student ownership of the educational process. (MDM)

ED 373 905 PS 022 653

DeMasters, Roni H.; King, E. Suzanna
Conflict Resolution: Teaching Social Skills in a Kindergarten Classroom.
PUB DATE- 1 May 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aggression; Child Behavior; Classroom Environment; *Conflict Resolution; *Interpersonal Competence; *Kindergarten; *Kindergarten Children; Naturalistic Observation; Primary Education; *Problem Solving; Social Development
IDENTIFIERS- Blame; Tattling

A study examined conflict resolution strategies employed by a kindergarten teacher with her class of 22 students. Naturalistic observation was used to investigate the strategies in instances of four specific behaviors: being aggressive, blaming, bossing, and tattling. The investigation revealed that, after repeated exposure to and numerous applications of the teacher's conflict resolution strategies, the students were increasingly able to solve problems independently with little, outdoor play in early education contexts. Free play, snack time, outdoor play, and other incidental situations are suggested as ways to integrate the activities. (BC)

ED 373 924 PS 022 725

Gallagher, Patricia C.
Start Your Own At-Home Child Care Business. 2nd Edition Expanded & Revised.
PUB DATE- 94
NOTE- 141p.; The section, "Common Childhood Illnesses and Injuries," appearing on pages 46-51, is copyrighted and has been excluded from ERIC's copy at the request of the author. This book is a revised and expanded edition of "Child Care and You," originally published by Gallagher, Jordan, and Associates in 1987 and "Start Your Own At-Home Child Care Business," Doubleday, 1989.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Business Administration; Certification; *Child Caregivers; Child Care Occupations; *Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; Learning Activities; State Licensing Boards
IDENTIFIERS- Parent Caregiver Relationship

This guide provides a resource for those who would like to start a profitable child care program in their own home or apartment. Chapter 1 of the guide deals with general issues such as examining one's motives for the child care business, assessing one's aptitude as a caregiver, deciding whether to be self-employed or agency affiliated, and establishing professional contacts. Advertising the business is the focus of Chapter 2. Chapter 3 offers suggestions in setting fees, composing child care policy sheets, and record keeping. Chapter 4 addresses how to prepare and plan for various age groups. Health and safety concerns are discussed in Chapter 5. Chapter 6 gives suggestions on how to deal with a child's first day at the caretaker's home. Chapter 7 helps in building a good relationship with parents. Chapters 8, 9, and 10 offer sample daily activity plans, craft recipes, and play and learn activities. Chapter 11 discusses how to deal with common childcare problems, while chapter 12 talks about starting a mother's day out program. Nine appendices include lists of current state child care licensing offices, child care organizations, employer-sponsored child care programs, and field offices of the U.S. Small Business Administration. Also appended are sample state forms, information concerning equipment and audiovisual aids, and relevant journal, magazine, book, and newsletter titles. (AS)

ED 373 925 PS 022 731

Veale, Ann; Piscitelli, Barbara
Observation & Record Keeping in Early Childhood Programs. Australian Early Childhood Resource Booklets No. 1.
PUB DATE- Mar 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

institutions. A complementary theme of this book is the intense debate about Native American contributions to the U.S. Constitution and the way in which "established" histories and historical scholars have overlooked the evidence of these contributions. Chapters are arranged along a timeline and cover the following topics: (1) accounts by early English and French traders, missionaries, and settlers about Native political organization and attitudes toward liberty; (2) governance of Native American nations that bordered British colonies; (3) images of Native Americans in European popular culture and the works of major philosophers of the 17th and 18th century; (4) Roger Williams' use of Native precedents for political freedom and religious toleration; (5) ideas of federalism as expressed by Benjamin Franklin and the Iroquois leaders Canassatego and Hendrick (Tiyanoga); (6) images of Native America in popular art, 1763-76, and in the writings of Franklin, Jefferson, and Paine; (7) the Sons of Saint Tammany, a patriotic organization that combined European and Native American ideas and motifs; and (8) references to Native ideas in governance in the 19th and 20th centuries. Contains many references in end-notes, illustrations, and an index. (SV)

ED 373 942 RC 019 733

Cornell, Stephen, Ed.; Kalt, Joseph P., Ed.
What Can Tribes Do? Strategies and Institutions in American Indian Economic Development. American Indian Manual and Handbook Series No. 4.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 331p.; Publication made possible by a grant from the Ford Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; *American Indian Reservations; American Indians; *Change Strategies; Cultural Influences; Economically Disadvantaged; *Economic Development; Economic Impact; Economic Research; Elementary Secondary Education; Federal Indian Relationship; Federal Legislation; *Labor Force Development; Land Use; Postsecondary Education; Tribal Government; *Tribal Sovereignty; Tribes

This collection of research papers focuses on conditions that affect self-determined economic development on American Indian reservations. Topics include obstacles that Indian nations face as they pursue their development goals; development of economic development corporations; effective tribal judicial systems; a model for processing land-use proposals; effects of the Indian Self-Determination and Education Act of 1975 on Indian control of forestry operations and training and leadership development efforts; status of the gaming industry on reservations; impact of welfare reform; and cultural and educational factors affecting reservation economic development. Individual chapters are as follows: (1) "Reloading the Dice: Improving the Chances for Economic Development on American Indian Reservations" (Stephen Cornell and Joseph P. Kalt); (2) "A Prototypical Economic Development Corporation for American Indian Tribes" (Michael W. Cameron); (3) "The Tribal Judiciary; A Primer for Policy Development" (Andrew Skari); (4) "Building a System for Land-Use Planning: A Case Study for the Puyallup Tribe" (Paul Nissenbaum and Paul Shadle); (5) "Can Tribes Manage Their Own Resources? The 638 Program and American Indian Forestry" (Mathew B. Krepps); (6) "The Economics of Bingo: Factors

Questionnaires that attempt to determine teachers' use of instructional strategies to promote problem solving, teachers' perceptions of the usefulness of specific problem-solving strategies, teachers' confidence in using those strategies, and beliefs concerning specific recommendations for problem-solving instruction were given to 164 Korean teachers from 7 urban public elementary schools (grade levels 1-6) in Seoul and 195 American teachers of grade levels 1-6 from 10 elementary schools from school districts in Phoenix, Arizona. Korean and American teachers reported similar amounts of time spent each week on mathematics instruction and problem solving; however the Korean school year is 44 days longer than the American school year. Korean teachers perceived textbooks as being more useful for problem-solving instruction, used less student grouping as an instructional technique, and used manipulatives less frequently. (MKR)

ED 373 963   SE 054 523

Stacey, Kaye; Groves, Susie
Calculators in Primary Mathematics.
PUB DATE- Apr 94
NOTE- 16p.; For related papers, see SE 054 559-560. Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (72nd, Indianapolis, IN, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Calculators; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; Interviews; *Mathematics Instruction; *Mathematics Skills; Number Systems; Observation; Questionnaires; *Teacher Attitudes; Word Problems (Mathematics)
IDENTIFIERS- Australia (Melbourne); *Calculators in Primary Mathematics Project; Mental Computation; *Number Sense

The Calculators in Primary Mathematics Project was a long-term investigation into the effects of the introduction of calculators on the learning and teaching of primary mathematics. The Australian project commenced with children who were in kindergarten and grade 1 in 1990, moving up through the schools to grade 4 level by 1993. Children were given their own calculators to use when they wished, while teachers were provided with some systematic professional support. Over 60 teachers and 1,000 children participated in the project. This paper gives an overview of the project, with particular emphasis on the ways in which teachers incorporated calculators into their classrooms and the resulting long-term learning outcomes for the students. It first reports on a survey of 700 primary, 7th-, and 8th-grade teachers which established that teachers now support calculator use, even in the first grades, but that actual use falls far behind the support expressed. A brief description is given of the major ways in which the calculator was used in project schools--as a computational device, as a recording device, to count, and as an object to explore. Testing of 3rd- and 4th-grade students (n=225) established that children did understand the number system better after sustained calculator use and that they were better able to choose an appropriate operation in a word problem. A series of interviews showed that calculator use had assisted children to develop number sense and skills of mental computation. Contains 20 references. (MKR)

ED 373 964   SE 054 524

PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; Cooperation; *Inquiry; Intermediate Grades; *Science Education; Secondary Education; *Telecommunications
IDENTIFIERS- *Alice Collaborative Inquiry Testbed; *Network Models

The Alice/Collaborative Inquiry Testbed ("Alice Testbed") is one of four testbeds designed to demonstrate the educational potential of telecommunications. Their long term goal is to establish the effectiveness of Network Science and to develop key aspects of the technical, human, and conceptual infrastructure necessary to scale up Network Science in order to make this approach to science learning widely available to students from upper elementary through high school. This paper articulates two conjectures that form the basis of the Alice Testbed: (1) geographically-distributed groups of students who begin with a common problem, collect and share data, and discuss their findings; (2) development of the appropriate infrastructure of products and services to support widespread use of Network Science (scalability). Also included in the article is a summary of the innovation at the core of the project and the model developed for a testbed project as well as insight gained from the initial months of working on this project. (ZWH)

ED 373 986 SE 054 715

Science and Mathematics Education in the United States: Eight Innovations: Proceedings of the OECD International Conference on Science, Mathematics and Technology Education (Paris, France, November 5-7, 1991).
PUB DATE- 93
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Chemistry; Elementary Secondary Education; *Mathematics Education; *Science Education; *Urban Studies
IDENTIFIERS- National Council of Teachers of Mathematics; NCTM Curriculum and Evaluation Standards; Project 2061 (AAAS); *Reform Efforts

This volume is the first in a series emanating from the Center for Educational Research and Innovation's project on science, mathematics, and technology education in countries of the Organisation for Economic Cooperation and Development (OECD). It contains eight case studies from the United States presented to an international conference. Four papers on innovations in science education are: "California's Systemic Improvement of Science Education" (Edward Britton); "Chemistry in the Community (ChemCom)" (Martha Lynch and Edward Britton); "Kids Network" (Edward Britton); and "Project 2061" (Martha Lynch and Edward Britton). The four papers on innovations in mathematics education are: "State of California: Restructuring of Mathematics Education" (Norman L. Webb); "The Role of the National Council of Teachers of Mathematics (NCTM) in the Current Reform Movement in School Mathematics in the United States of America" (Thomas A. Romberg and Norman L. Webb); "The drinking water really is. Five units are designed to be presented as a lecture and to allow 30 to 40 students to perform every procedure, each testing their own tap water sample. Games are provided in each section to reinforce the concepts presented in each unit. Unit 1 introduces students to the concepts of water use, drinking water, and water analysis. Unit 2 involves students in testing the pH of a water sample and introduces acids and bases. Units 3 and 4 involve testing samples for chlorine, iron, and copper concentration. Unit 5 introduces the concept of "hard" water and involves testing for hardness. A summary unit engages students in analyzing, summarizing, discussing and reporting test results. Instructional materials include teacher tips, materials needed, vocabulary terms, general preparation instructions, handout duplicating masters, lesson plans with activity procedures, soil test bags, and individually packaged tablets for chemical testing. Two appendices contain information on the chemistry of the tests, and a replacement price list. (LZ)

ED 374 009 SE 054 909

Tolley, Kimberley
"Study Nature, Not Books": The Nature Study Curriculum 1891-1932.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Science Education; Science History; *Teaching Methods
IDENTIFIERS- *Nature Study; *Progressive Era

From an analysis of 16 handbooks and courses of study published between the years of 1891 to 1918, the nature study curriculum reflected an enormous agenda for reform spanning three areas: society, culture, and the environment. The curriculum included the disciplines subsumed under natural history and emphasized the investigation of natural phenomena in the local environment. The repudiation of nature study by leading science educators during the progressive era in education (1917-1957) highlights some of the ironies of this period, an era that many educators today associate with notions of experiential learning and an emphasis on science in the curriculum. The history of the nature study movement during the progressive era reveals a distinct shift away from experiential learning towards instructional methods deemed more efficient. In the thirties, advocates of the program called "elementary science" increasingly cited the textbook and demonstration method as more favorable than the field work and laboratory methods traditionally used in nature study. Ironically, as science the subject decreased in importance, educators increasingly emphasized the instrumental use of the scientific method to solve social and educational problems. (Author/LZ)

ED 374 010 SE 054 910

Fellows, Nancy J.
Into the Woods: Nature Experience and Conceptual Change.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8,

pattern of performance strengths and weaknesses emerged and may be attributed to the type of music program. Fast Track schools tended to have higher performance averages on three criteria: (1) consistent beat; (2) rhythm patterns; and (3) tune integrity. Non-Fast Track schools showed higher performance averages on performing correct notes and observing articulation markings. While clear patterns of strengths and weaknesses appeared, the differences were not sufficient to be statistically significant at the .05 level. Includes nine appendices comprised of the Musical Achievement Test of Iowa, evaluation forms, the survey instrument, music sheets and statistics. (Author/DK)

ED 374 031 SO 024 151

Brown, Christopher
An Analysis of the Cape Verdean Status Quo: Outgrowths of a Critical Environment.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; *Area Studies; Educational Anthropology; *Environmental Influences; *Females; Foreign Countries; Heads of Households; Higher Education; *Human Geography; *Literacy
IDENTIFIERS- *Cape Verde

Utilizing an anthropological approach, this paper provides an intense and unified description of the dominant geographic, economic, political, historic, and social trends prevalent in Cape Verde. It serves as a quasi-explicit and exceptionally objective emphasis of the island's background, and the outgrowths evident in the status quo. The monograph analyzes the environment's impact on the present and future prosperity of the islands just off the coast of West Africa. Agricultural and economic practices function as causes of the female head of household phenomenon. Statistics and other diverse forms of data provide an extensive examination of the Cape Verdean population and emigration customs. The paper is divided into four sections: (1) the framework of the islands including geography, climate, socio-political history, population, language, and religion; (2) the economic structure of the islands discussing government, economy, female heads of household, emigration, and remittances; (3) the agricultural development of the islands including agricultural perspective, land reform, and a food crops research project; and (4) the educational and health system of the islands. The adult literacy rate is about 40 percent. The literacy program in Cape Verde is an ideological practice of cultural production and reproduction. Many educators argue that the vernacular, rather than the present Portuguese, must be utilized in these programs, if true emancipation from ignorance is the objective. The literacy program has led to the duplication of the colonialist, elitist mentality. Contains 53 references. (DK)

ED 374 032 SO 024 235

Taylor, Satomi Izumi; And Others
The Internalization of Values: Adopting Cooperation (Sunao) in Japanese Preschools.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).

Peters, Richard O.
LETs Integrate the Curriculum: Learning Enhancement Teams and the Social Studies Core. A Monologue.
PUB DATE- Jun 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Holistic Approach; Interdisciplinary Approach; *Social Studies

This document discusses Learning Enhancement Teams (LETs). Working together, social studies teachers from grades K-12, science teachers, vocational education teachers, curriculum specialists, instructional support services personnel, media specialists, contracted services representatives, administrators, and community resource people design instructional units that can be easily infused into existing subject matter curriculum or can provide the basis of a holistic curriculum across the several grades. In this way a social studies core curriculum, addressing the need for students to be aware of their surroundings, both immediate and distant, can be designed to include elements of the natural and physical sciences and vocational education. This integrated studies programs blends selected concepts, content knowledge, and subject specific skills into a holistic model that emphasizes the continuous acquisition, application, reinforcement, and refinement of information and abilities in the social studies, the sciences, and vocational education. Such a curriculum trains students to become nature sensitive, culture literate, skilled workers. Contains 10 references. (DK)

ED 374 051 SO 024 377

Hill, James F.
A Rationale for Native American Studies in a Secondary School Curriculum.
PUB DATE- Dec 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *American Indian History; *Curriculum Development; Democratic Values; Females; High Schools; History Instruction; *Multicultural Education; *Secondary School Curriculum; Social Studies
IDENTIFIERS- *Iroquois League; *Native Americans

This paper offers reasons why Native American culture and history should be included in the secondary school curriculum based on the fact that many ideas and products that are taken for granted today have Native American roots, and on the definition of social studies as the study of individual and group behaviors of a people, and of how those behaviors correspond with the environment. Using multiculturalism, Native American studies can be incorporated into an overall social studies curriculum. Cultural awareness and sensitivity toward the Native American can lead to a better understanding and respect for one's own culture as well as the Native American culture. This paper discusses the contributions to U.S. democratic society by Native American political structure, especially the Iroquois League. The Iroquois model of combining sovereign

This paper presents a study using "Facing History and Ourselves," an interdisciplinary approach to knowledge development that focuses on the period of Nazi totalitarianism as a powerful case study through which teachers can stimulate moral reasoning and develop critical thinking skills in their students. The program encourages teenage students to learn about this particular historical period in depth while at the same time recognizing the causes and consequences of prejudice, racism, and violence in the present society. The questions that were explored in this study are: (1) how can teachers apply the theory of a constructionist conception of education to the instruction of domains of knowledge that are the very substance of the school's program? and (2) how would one best prepare teachers and students for their new constructivist roles in the classroom? It was decided to address these questions by examining an established teacher development program that advocates the general constructivist conception in its ongoing work. The focus of the examination was to find out what is required to develop classroom activities that are constructive in meaning for students in this program and, at the same time, to determine what learning and instructional aspects need to be attended to in designing successful classroom experiences. A model lesson was designed for use in eighth grade classes. A lesson plan, visual examples packet, and examples of completed homework assignments are included. Contains 17 references. (DK)

ED 374 072 SO 024 557

Nelson, Murry R., Ed.
The Social Studies in Secondary Education: A Reprint of the Seminal 1916 Report with Annotations and Commentaries.
SPONS. AGENCY- National Council for the Social Studies, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Social Studies Development Center, Bloomington, Ind.
PUB DATE- 94
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Citizenship Education; *Curriculum Development; Curriculum Guides; Educational Change; *Educational History; Geography Instruction; History Instruction; Secondary Education; *Secondary School Curriculum; *Social Studies

This document contains a reprint of the 1916 "The Social Studies in Secondary Education: A Six-Year Program Adapted Both to the 6-3-3 and the 8-4 Plans of Organization and Report of the Committee on Social Studies of the Commission on the Reorganization of Secondary Education of the National Education Association" widely believed to be the most important document in the history of citizenship education in the United States. It legitimated the term "social studies" to designate formal citizenship education and placed squarely in the field all of those subjects that were believed to contribute to that end. While recognizing the importance of history and the social sciences as contributing to citizenship education, the Committee's report recognized that citizenship education is something more than mastery of separate disciplines. It recognized the study of social problems as a necessary part of the education of citizens, and outlined a content for the social studies that was widely adopted and has remained remarkably unchanged to the present. This book includes

May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Comparable Worth; Employment Practices; Higher Education; Personnel Policy; Policy Formation; Salary Wage Differentials; School Policy; *State Universities; Teacher Salaries
IDENTIFIERS- *AIR Forum; *Eastern Washington University; Salary Compression

Eastern Washington University (EWU) designed a plan to resist faculty salary compression. Salary compression occurs when cost of living increases fail to keep pace with salaries in the external market thus, when new faculty are hired at or near market rates, they will often have salaries higher than senior faculty with equivalent academic preparation. Beginning in the early 1980s faculty and administration at EWU had attempted to address salary compression for about 10 years with no success and ultimately much animosity. A new plan to resolve compression included these components: (1) no explicit salary schedule; (2) use of an external salary survey; (3) use of a "target salary" to define inequity; and (4) use of only rank and years of professional experience to differentiate targets. The plan was applied to full-time tenured and tenure-track faculty including department chairs and resulting in finding that 91 percent of faculty having inequities ranging from a few dollars to over $30,000. The sum of inequities came to 4.6 million dollars with the first allocation of some $257,000 awarded as salary equity increases in September 1992. This reduced the inequity for each faculty member by 5.6 percent. Further implementation has been hampered by state legislation eliminating salary changes for state employees with base salaries exceeding $45,000. (Contains 10 references.) (JB)

ED 373 618 HE 027 604

Heskin, Ken; And Others
Generic Skills Requirement for Stakeholders: An Australian Case Study. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 30p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; College Faculty; College Graduates; *College Outcomes Assessment; College Students; Education Work Relationship; Employee Attitudes; *Employer Attitudes; Employers; Foreign Countries; Higher Education; *Information Technology; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *AIR Forum; Stakeholders; *Stakeholder Survey; Swinburne University of Technology (Australia)

This case study examined which outcomes stakeholders desire for Bachelor of Information Technology (BIT) degree graduates at Swinburne University of Technology (SUT) in Australia and whether they find these outcomes among graduates. The four stakeholder groups were current BIT undergraduates, BIT graduates, academic staff of SUT involved with the BIT Program, and employers of BIT graduates. Of 351 questionnaires mailed out, 167 were returned. Among the findings were the following: (1) all stakeholders rated team skills, listening skills, and but not in reading. Data showed that the basic skills program objectives were met overall for the 1992-93 academic year. (Contains 14 references.) (JB)

ED 373 636 HE 027 622

Freed, Jann E.; And Others
Total Quality Management on Campus: Pipe Dream or New Paradigm? AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; College Administration; College Faculty; Colleges; *Educational Quality; Engineering Education; Higher Education; Management Development; Professional Education; Program Effectiveness; *Program Implementation; Quality Control; Staff Development; *Total Quality Management
IDENTIFIERS- *AIR Forum

This study looked at how Total Quality Management (TQM) is being adopted in institutions of higher education. A questionnaire was developed seeking information on: (1) leadership of the TQM movement and timing of events; (2) the training, educating, and informing of employees; (3) specific areas using TQM and the specific statistical tools being used; and (4) benefits realized and frustrations experienced in the adoption process. About 50 percent of 414 institutions responded to the survey. Preliminary results indicated that 77 percent of respondents indicated that TQM is being adopted on their campuses, of which 85 percent had adopted TQM in 1990 or later. Within institutions, the support staff most frequently receive training (90 percent), followed by administration (85 percent), and faculty (68 percent). The areas most likely to be using TQM were top-level administration, registration, physical plant, admission, and accounting. The top ranked statistical tools used in the TQM process were flow charts, cause-and-effect diagrams, and nominal group process. In business and engineering schools a majority of respondents indicated that TQM is being taught but far fewer reported that TQM is being practiced. Improved communication and customer satisfaction were cited by 65 percent of respondents as key benefits of TQM while perceptions of TQM as a fad and time consuming were cited as major frustrations. (Contains 24 references.) (JB)

ED 373 637 HE 027 623

Krallman, Denise A.
Faculty Salary Equity: Comparison of Two Methodologies. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Comparable Worth; Comparative Analysis; Employment Practices; Higher Education; Institutional Research; Models; Multiple Regression Analysis; Salary Wage

usefulness of market segmentation strategies for planning, evaluating, and improving academic and student support programs is discussed. (Contains 20 references.) (Author/JDD)

ED 373 655 HE 027 641

Grumbles, Kent; Bregman, Norman J.
The Academic Department Head: Duties and Compensation. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 11p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Administrator Role; *College Faculty; *Compensation (Remuneration); *Department Heads; Fringe Benefits; Higher Education; Instructional Leadership; National Surveys; School Administration; Teacher Salaries; Teaching Load; Universities
IDENTIFIERS- *AIR Forum; Butler University IN

A survey was conducted of 114 (a 62.6% response rate) academic deans of predominantly IIA institutions (Carnegie Classification) to gather information concerning the equitable and fair treatment of department heads at Butler University in Indianapolis, Indiana. The survey revealed that the duties of department heads included teaching/research; faculty recruitment, development, evaluation, and assignment of duties; student recruitment, advising, record keeping, and recognition; curriculum development; budgeting; and facilities maintenance and planning. Almost 70 percent of the institutions provided a stipend for their department heads, stipends ranged from $300 to $5,000 per academic year, and most stipends were based on department size. There was little distinction between treatment of department heads in the professional and the liberal arts colleges within the same university. Ninety percent of respondents offered their department heads a teaching load reduction, generally one course per semester. Some institutions paid their department heads a higher salary from the outset, in place of stipends or load reductions. Other types of compensation provided to department heads included reserved parking, release from committee service, extra travel funds, and additional merit increase in salary. Components of the department head policy implemented by Butler University are outlined. (JDD)

ED 373 656 HE 027 642

Hill, Nancy Smith; And Others
Reengineering the Community College: Data Support for a Two Tier Institution. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 16p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Data Collection; Educational Change; Higher Education; Information Utilization; *Institutional Research; Institutional Role;

of Achievement and Self-Development: A Business Initiative in Argos" (Danny Moy); (21) "Why Use Records of Achievement? An Employer's Perspective" (Rob Bellis); and (22) "The Future Role of Recording Achievement" (Alison Assiter and Eileen Shaw). Some papers contain references. (MDM)

ED 373 675 HE 027 661

Internal Controls over Cash Collections at Selected Campus Peripheral Locations. Report 94-S-27.
PUB DATE- 10 Aug 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; Accountability; College Athletics; College Libraries; *Financial Audits; Financial Policy; Higher Education; *Money Management; *School Accounting; *State Universities; Telecommunications
IDENTIFIERS- Financial Records; *State University of New York

This report sought to assess whether campuses of the State University of New York (SUNY) have established adequate controls for safeguarding cash collections at peripheral locations. An audit of 33 selected peripheral locations, such as libraries, intercollegiate athletics, telecommunications, and student advisement, was conducted between April 1992 and December 1993. Attention was focused on those operations that were identified through a preliminary survey as having the greatest probability for needing improvement. The audit found that none of the 33 locations had established all of the basic controls necessary for safeguarding cash collections, as mandated by state regulations. At 27 locations cash handling duties were not adequately segregated from the duties of maintaining cash accounting records, while at 23 locations no independent reconciliation of daily cash collections was made to cash receipts records. At 21 locations, checks were not restrictively endorsed upon receipt to ensure that they would not be negotiated to inappropriate parties. The report recommends that campuses consider an evaluation of the overall peripheral location cash collection risk exposure and the development and issuance of necessary directives to correct cash control weaknesses. Two appendixes list the major contributors to the report and the comments of SUNY officials. (MDM)

ED 373 676 HE 027 662

Minority Participation and Retention in Higher Education. Hearing on Examining Certain Issues...
PUB DATE- 17 May 94
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Persistence; *College Attendance; College Presidents; College Role; Educational Attitudes; Faculty Recruitment; Federal Legislation; *Federal Programs; Grants; Hearings; Higher Education; Low Income Groups; *Minority Groups; Public Policy; School Holding Power; *Student Financial Aid; Student Participation
IDENTIFIERS- Congress 103rd; Pell Grant Program

This hearing transcript presents testimony concerning minority participation and retention in higher education with emphasis on implications for student aid programs. Oral testimony or

The typology can be utilized to select desired types of learning and activities that provide the most value given the budget available. In general, the types of activities which achieve competency cost more than those activities which achieve only understanding or awareness. (JDD)

ED 373 693 HE 027 689

Loughrin-Sacco, Steven J.
Quebec and the United States: A Cross-Cultural Case Study of International Trade and International Business Communication.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingualism; *Business Communication; Case Studies; *Cross Cultural Training; Foreign Countries; French; *French Canadians; Government Role; Higher Education; *International Trade; Language Attitudes; *Language Maintenance; Language Role; Language Usage; Legislation; Misconceptions; Official Languages; *Public Policy
IDENTIFIERS- *Quebec

This paper comments on the lack of attention given to cross-cultural relationships between the United States and Quebec, Canada despite the growing trade relationship, and offers information on Quebec to use as cross-cultural examples in international business communication classes. The paper dispels myths concerning Quebec and its inhabitants, such as the myth that Quebec is officially a bilingual province. David Victor's LESCANT model is used in studying Quebecers, with emphasis on the Language component because Francophone Quebecers are similar to Americans and Anglophone Canadians in the other components. Quebec laws that regulate the language of the workplace, education, communication, commerce, and business are reviewed. The recurring fear of Quebecers that French language and culture will be snuffed out is described, noting that the official position of bilingualism across Canada has become a facade and that legal protection given to the French language may be the only means of safeguarding it. The implications for U.S. business people conducting business in Quebec include, among others: all business documentation such as brochures, catalogues, labels, and product directions must be in French; a French-speaking employee should handle telephone communication and business negotiations; and business letter writing should be more rhetorical and diplomatic. (JDD)

ED 373 694 HE 027 690

Pratt, Cornelius B.; Ogbondah, Chris W.
U.S. Public Relations from an International Perspective: Curricular Issues and Objectives.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).

(150)
DESCRIPTORS- Basic Skills; Community Services; *Educational Change; *Educational Improvement; Educational Philosophy; Elementary Secondary Education; Evaluation Methods; Models; *Outcomes of Education; Parent Participation; Preschool Education; Private Sector; Program Development; Program Implementation; Standards; Thinking Skills; Year Round Schools
IDENTIFIERS- America 2000; Goals 2000; *New American Schools Development Corporation; *Outcome Based Education; Performance Based Evaluation; Reform Efforts

The Odyssey Project is named for the Greek hero, Odysseus, who for 10 years, sought the purpose of life. The Project is based on the philosophy that a new generation of American schools must be viewed as a lifelong quest for excellence. The project is one of 11 designs for schools funded by the New American Schools Development Corporation, a private corporation in the spirit of the America 2000 strategy. This overview recounts the program's development and describes its approach. Odyssey calls for a formal system of basic schooling for students aged 3 to 18, with a developmental prenatal to age 3 component. The project will use an outcome-based education model to focus on knowledge, skills, and outcomes. Upon exit, each student should be successful as (1) a communicator; (2) a collaborator; (3) a creative producer; (4) a critical thinker; and (5) a concerned and confident citizen. Performance outcomes are to be set for each level, with world class standards for evaluating graduates. There will be five levels of schooling in a year-round schedule. Community service, parent involvement, and expanded use of technology will be features of the project. Barriers and challenges to implementation are reviewed. A fact sheet is presented as an appendix. (SLD)

ED 373 713 IR 016 723

Farquhar, John D.; Regian, J. Wesley
Effects of Knowledge Representation during Computer-Based Training of Console Operation Skill.
PUB DATE- 94
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; *Computer Simulation; *Expert Systems; *Feedback; *Intelligent Tutoring Systems; *Military Training; Teaching Machines

Console-operation skill is procedural knowledge of control panel actions. The console operator must select appropriate sequences of steps (e.g., setting dials, pressing buttons, etc.) as mandated by desired goals and subgoals. A computer-based training (CBT) environment can simulate an environment where knowledge acquisition is efficiently and effectively achieved. In the training of console-operation skill, a CBT environment can simulate control-panel responses and device actions while providing instructional support. The instructional support delivered during practice consists of a set of intervention strategies. This paper discusses an ongoing investigation of CBT approaches in the acquisition of console-operation skill. Two variables of the intervention include the content of

Parents; *School Restructuring; *Values

IDENTIFIERS- Organizational Culture; Reform Efforts; *Stakeholders

The comprehensive categories of values, and the values in each category, to be articulated and consented to by stakeholders in school restructuring are explored through a qualitative case-study approach. A public elementary school that had approximately 530 students and that was undergoing restructuring was selected. Site visits, document reviews, and interviews with an administrator, two teachers, two parents, and one community member provided information about the restructuring. Three value domains (seminal, strategic, and core) were identified and broken down into value categories of (1) nature of learner; (2) nature of learning; (3) general principles of restructuring; (4) procedural principles; (5) outcomes of learning; (6) process of learning; (7) assessment of learning; (8) learning environment; (9) organizational structure and culture; and (10) function of education within the larger society. Shared values within each category are reviewed. It must be remembered that the clarification of values is not a one-shot activity, but rather a continuous reflection and reconstruction process. Eight appendixes present forms used in the study, codes used in analyzing the data, and definitions of value categories. Two tables and two figures illustrate findings. (Contains 58 references.) (SLD)

ED 373 732   IR 016 742

Lee, In-Sook

Key Elements in Successful Educational System Redesign: Learning from Theory and Case Studies.

PUB DATE- 94

NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Case Studies; Context Effect; Data Collection; *Educational Change; Educational Objectives; Educational Theories; Elementary Education; Elementary School Teachers; Interviews; Literature Reviews; Observation; Parents; Public Schools; *School Restructuring; State Programs; Suburban Schools; Success

IDENTIFIERS- Indiana; *Knowledge Bases; *Reform Efforts

Recognizing the demand for a knowledge base to use to enhance the redesigning of the American educational system, this study adds to that base by identifying factors that are likely to lead to successful redesign. Two public elementary schools undergoing restructuring as part of the Indiana 2000 initiative were selected. One served over 180 students, many of whom were disadvantaged economically and educationally. The other school, a large school of 530 students, was a suburban school where 4% to 5% of students were minorities. Data were collected through observation, site visits, and interviews with teachers, administrators, parents, and community members. The literature review indicated the following elements as the most critical for successful redesign: (1) resources; (2) change management; (3) appropriate internal structure and culture; (4) support from the environment; and (5) clearly shared visions. The case studies did not find clearly shared visions to be as important

TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; *Computer Software Evaluation; *Educational Media; Educational Technology; *Evaluation Methods; *Formative Evaluation; Instructional Design; *Models; *Multimedia Instruction; Research Methodology; Social Science Research; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- Examples; *Multimedia Materials; Stakeholders

A framework is proposed for the formative evaluation of multimedia. It describes techniques that have worked well in the evaluation of software development and gives examples of the use of evaluation results. The focus is primarily on the degree to which the instructional multimedia program supports the user's activities and tasks in the user's task environment. Key characteristics are (1) a focus on user satisfaction; (2) integration of evaluation into the design process; (3) use of a variety of techniques; and (4) inclusion of a range of stakeholders. The approach contrasts with the objectives-oriented social-science evaluation model, and it borrows heavily from naturalistic and participant-oriented evaluation approaches. Evaluating usability will provide 80% of what the developer needs. It must also be stressed that evaluation is a concurrent process through all stages of development. One table summarizes evaluation purposes and characteristics. An example of evaluation in practice is described in an attachment. (Contains 7 references.) (SLD)

ED 373 751 IR 016 761

Rezabek, Randall H.
Utilizing Intrinsic Motivation in the Design of Instruction.
PUB DATE- 94
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Theories; *Feedback; *Instructional Design; Literature Reviews; *Motivation; *Objectives; Performance; Skill Development; Student Motivation; Synthesis
IDENTIFIERS- Challenge; Csikszentmihalyi (Mihaly); Keller (John); Motivational Design

A synthesis of the flow theory of intrinsic motivation of Csikszentmihalyi and the motivational design theory of instruction of Keller is presented. The conceptual integration of these theories is the basis for prescriptions aimed at increasing the level of intrinsic motivation in instruction. The flow phenomenon is described in terms of challenge and skills. When these are in balance, people feel that they are able to achieve a challenging but realistic goal. Flow is perceived as a positive experience because mastery of an achievable challenge stretches capabilities by promoting the development of new skills and increasing self-esteem and personal complexity. If the flow theory is integrated into the categories of Keller's theory (effort, performance, and

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Computer Assisted Instruction; Data Collection; Demonstration Programs; Educational Change; Educational Improvement; *Educational Innovation; Educational Technology; Ethnography; Foreign Countries; High Schools; *Interactive Video; *Program Implementation
IDENTIFIERS- American Memory Project (Library of Congress); *Interactive Videodisks

This enthnographic study examines the process of implementing an interactive videodisc program in a senior high school. The research questions were: What happened during the implementation process and what factors facilitated or hindered the implementation of the innovation? Descriptive data were collected through participant observation, interviews, and artifact collections. Study results revealed that implementing an educational innovation is a complex, multidimensional process involving the organization, the people, and the innovation. Effective implementation depends on the combination of all the factors described in the study, including initiation; planning, preparation, and support; communication and collaboration; district and school policies; teachers' realities; students' characteristics; change strategies; and characteristics of the innovation. (Contains 30 references.) (Author/JLB)

ED 373 770 IR 016 780

Kenny, Richard; Schroeder, Eileen E.
The Integration of Learning Strategies in Interactive Multimedia Instruction.
PUB DATE- 94
NOTE- 20p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; Educational Research; *Encoding (Psychology); Foreign Countries; *Learning Strategies; *Multimedia Instruction; *Notetaking; *Outlining (Discourse); *Training
IDENTIFIERS- *Concept Mapping; Storage (Memory); Strategy Training

Research on notetaking as a learning strategy and on the related techniques of outlining and concept mapping is reviewed. The effectiveness of these techniques in helping the learner encode new information and their usefulness in interactive multimedia instruction are explored. Research strongly supports an external-storage function of notetaking and suggests that notetaking supports encoding. Outlining has been shown to result in improved recall of facts, although significant training is required for successful use. Research also supports the usefulness of concept mapping. Integrating these strategies into interactive multimedia instruction can be done in several ways. Notebook approaches seem to be among the most effective. The complexity of notebooks can vary from simple copying through a hierarchy of sophistication from spatial mapping to the creation of a multimedia presentation by the student. Regardless of the complexity of the notebook incorporated, there is a need to teach how to use the learning strategy. Unless the strategies are used and understood, they will be and an order form. (JLB)

ED 373 791 IR 055 151

Sumner, Mary Ann, Comp.
Footloose in Florida: A Bibliography of Books in Recorded and Braille Formats for Young Readers from Preschool through Junior High. Silver Summer Scrapbook--Summer Library Program, 1993.
PUB DATE- 1 Apr 93
NOTE- 22p.; Compiled in conjunction with the 1993 Florida Summer Library Program (see ED 360 990). For related bibliographies, see IR 055 149-155.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Braille; *Childrens Literature; Elementary Education; Fiction; Media Adaptation; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- *Beaches; *Florida

This annotated bibliography comprises an alphabetical listing of 40 books about Florida available in special formats. The list has books about going barefoot; the Florida beaches and inlands; and general beach stories. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index and an order form. (JLB)

ED 373 792 IR 055 152

Sumner, Mary Ann, Comp.
Book Quest: The Search for the Dragon's Treasure. A Bibliography of Books in Recorded and Braille Formats for Young Readers from Preschool through Junior High. Silver Summer Scrapbook--Summer Library Program, 1993.
PUB DATE- 15 Mar 93
NOTE- 25p.; Compiled in conjunction with the 1993 Florida Summer Library Program (see ED 360 990). For related bibliographies, see IR 055 149-155.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Braille; *Childrens Literature; Elementary Education; *Fantasy; Fiction; Media Adaptation; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- *Dragons; Florida

This annotated bibliography comprises an alphabetical listing of 46 fantasy books available in special formats. The list has books about dragons, knights, and quests. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index and an order form. (JLB)

ED 373 793 IR 055 153

Sumner, Mary Ann, Comp.
Dig-In at Your Library: A Bibliography of Books in Recorded and Braille Formats for Young Readers from Preschool through Junior

math taken. The program showed an immediate improvement in success rates, with the percentage of students achieving at least a "C" in basic calculus increasing from 58% in 1980-81 to 78% in 1984-85, 2 years after the program was implemented. Moreover, the program has provided increased knowledge about Cottey's students and aided in identifying and addressing concerns in the college's math program. For example, an intermediate algebra course has been added to the curriculum to meet the needs of students with 2 or 3 years of high school math but low BA test scores. Data tables are provided showing student success rates, placement program effectiveness, the relationship between placement level and graduation rate, and the relationship between class attendance and final grades. (KP)

ED 373 814 JC 940 463

Langan, A. Bud; Keeler, Laura
Cultural Pluralism Climate Survey Study.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; Community Colleges; Cultural Pluralism; *Diversity (Institutional); *Educational Environment; *Employee Attitudes; *Organizational Climate; School Surveys; Self Evaluation (Groups); *Student Attitudes; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Olympic College WA

A campus climate study was conducted at Olympic College (OC), in Washington, to measure student, staff, and faculty perceptions of acceptance, support, and understanding of diverse groups on campus. Specifically, the student and staff survey instruments requested participants' level of agreement or disagreement with respect to 22 statements about the campus social and learning environment; sensitivity to ethnic, age, gender and physical differences; OC's role in encouraging diversity; accessibility; awareness of cultural differences; and student organizations and support services. Surveys were mailed to a sample of 1,755 main campus students and all 18 campus administrators, 93 full-time faculty, and 118 classified staff. Usable surveys were received from 1,138 students, 12 administrators, 28 faculty, and 54 classified staff, for a total of 1,232 responses. Responses were analyzed to determine heterogeneity or independence, significant differences in variance between groups, and differences among means. In general, students and staff were positive with respect to the acceptance of diversity at OC, although some areas for improvement were identified, including OC's role in helping people from diverse backgrounds work together, helping students understand what is unacceptable about mistreating people because of their differences, and providing curriculum and programs to address cultural diversity. The survey items, including tables of student and staff responses, a description of findings, and a brief recommendation for each, comprise the bulk of the report. (KP)

ED 373 815 JC 940 464

Overlock, Terrence H., Sr.
Assessment of Employee Perceptions of Present and Future Professional Development Activities at Northern Maine Technical College: Trends and Issues in Vocational, Technical, and Occupational Education.
PUB DATE- Aug 94

ED 373 832 JC 940 482

Holt, Marianne; Lucas, John A.
Follow-Up Study of 1993 Dental Hygiene Graduates. Volume XXII, Number 17, June 1994.
PUB DATE- Jun 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; *College Graduates; Community Colleges; *Dental Hygienists; Followup Studies; Graduate Surveys; Job Satisfaction; Job Search Methods; Job Skills; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; Two Year Colleges; Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In an effort to evaluate the effectiveness of its dental hygiene program, William Rainey Harper College (WRHC), in Palatine, Illinois, conducted a follow-up study of its dental hygiene students. The survey instrument was mailed to all 31 1993 dental hygiene associate degree graduates, and a response rate of 97% (n=30) was attained. Results of the study included the following: (1) all but one of the respondents was employed, with the exception being a graduate who voluntarily became a homemaker; (2) among the employed, 55% held full-time jobs, 28% held two part-time jobs (equivalent to full time), 14% were employed part time by choice, and 3% were employed part time involuntarily; (3) the average annual full-time salary rate was $43,500, which was 3.5% higher than previous years and by far the highest salary paid to any WRHC graduate group; (4) 97% of the respondents indicated that they were satisfied with their chosen profession; (5) the most frequently awarded benefits were reduced fees for dental work (83%), Christmas bonus (72%), uniform allowance (76%), paid holidays (62%), and paid vacations (55%, the lowest level in the study's history); and (6) of 41 specific job tasks, the graduates reported that they were very well prepared for 22 tasks, more than adequately prepared for 12 tasks, adequately prepared for 4 tasks, less than adequately prepared for 2 tasks, and inadequately prepared for 1 task. The survey instrument and cover letter are appended. (MAB)

ED 373 833 JC 940 483

Windham, Patricia
The Relative Importance of Selected Factors to Attrition at Public Community Colleges.
PUB DATE- Aug 94
NOTE- 13p.; Paper presented at the Annual Conference of the Southeastern Association for Community Colleges (23rd, Savannah, GA, August 1-3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Attendance; Community Colleges; Dropout Research; Dropouts; *Enrollment Influences; *Predictor Variables; Public Colleges; School Demography; School Holding Power; *Student Attrition; Student

institutional effectiveness were employers' satisfaction with graduates and the percentage of students who received jobs. With respect to evaluating specific programs, performance standards should be based on identifiable and verified competencies which are determined in advance and explicitly stated. Four major steps for designing and implementing a performance standards system include defining student learning expectations in conjunction with customers, reviewing existing state or licensing agency standards, developing or revising curricula to address the expected outcomes, and measuring outcomes with the goal of improving both the standards and curriculum. Finally, to maintain relevancy, standards must be constantly renewed to adjust to changes in the workplace and assessment methodologies of standards should be reviewed. (KP)

ED 373 850 JC 940 513

Zaritsky, Joyce
Supplemental Instruction: A Peer Tutoring Program at LaGuardia Community College.
PUB DATE- May 94
NOTE- 17p.; Paper presented at the Annual Conference of the Community College General Education Association (13th, Albany, NY, May 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Philosophy; Grades (Scholastic); *Outcomes of Education; *Peer Teaching; Program Descriptions; *Program Effectiveness; Training Objectives; *Tutoring; Two Year Colleges

Supplemental instruction (SI) is a non-remedial academic support or peer tutoring program based on the concept that students are more likely to persist in college if they establish a feeling of belonging to their educational institution. The SI model differs from traditional tutoring in the following ways: (1) instead of assisting poor or failing students, SI targets all students in high risk courses; (2) tutors, or SI leaders, must have successfully completed the course and be sensitive, caring individuals; (3) SI leaders are required to attend classes and labs and complete assignments to model appropriate behavior for other students; (4) leaders are trained to view themselves as facilitators and model how to process information through analysis, synthesis, and application; (5) leaders are required to participate in 2-day training sessions and meet with an SI supervisor weekly to continue learning; and (6) all students are encouraged to participate to avoid the stigma attached to traditional tutoring programs. In spring 1993, an SI program was tested in introductory accounting, economics and biology courses at LaGuardia Community College, in New York. A comparison of grades in SI sections and non-SI sections taught by the same professors, indicated that the passing rate increased by 15%. The SI biology section was most successful with the percentage of "A's" increasing from 8% to 17% and "B's" increasing from 13.3% to 25%. All passing rates increased and failure rates decreased in all SI courses. (KP)

ED 373 851 JC 940 516

Shillito, Elaine M.; Wiggenhorn, Rebecca J.
Procedure Manual for the Development of Instructional and Noninstructional Faculty Portfolios.

Childhood Education; Educational Attitudes; Flexible Working Hours; *Individualized Programs; *Program Development; Program Effectiveness; Questionnaires; School Activities; *Staff Orientation; Two Year Colleges; *Videotape Recordings

This practicum sought to develop a video-based orientation program for a day care center. A one-time orientation meeting was not feasible for this community college-based center, due to flexible scheduling, staggered starting dates of new staff, and a diverse staff. An increase in staff size, space, and enrollment intensified the already difficult task of providing an effective and meaningful orientation program. These conditions necessitated an individualized approach to orientation that incorporated a knowledge base of six information goals: (1) physical features of the center; (2) educational philosophy; (3) staff role; (4) professional relationships; (5) center procedures; and (6) teaching strategies. Three videotapes incorporating the six goals were produced during the summer of 1993 and used for staff orientation in the fall semester. Compared with the semester before the video orientation program was implemented, staff cohesion and knowledge improved, and new staff were more confident in their assigned roles. A posttest found that 90 percent of the new staff had a working knowledge of the six information goals. (Five appendixes include a practicum verification form, staff questionnaires, results of staff self-evaluations, and discussion questions that accompanied the second videotape.) (MDM)

ED 373 868 PS 022 490

Quay, Lorene C.; Kaufman-McMurrain, Marsha
Georgia Prekindergarten Program Evaluation.
PUB DATE- 1 Sep 93
NOTE- 301p.; Parts of Appendix D may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Programs; Family Programs; *Low Income Groups; Parent Attitudes; Parent Participation; Pilot Projects; *Preschool Children; Preschool Curriculum; *Preschool Education; *Preschool Evaluation; Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Georgia Prekindergarten Program

This report is an evaluation of the Georgia Prekindergarten Program established during the 1992-93 school year. The program aimed to enhance community services, family well-being, and developmental and educational opportunities for 4-year-olds, targeting children who were eligible for public assistance or referred by a social service agency. Twenty pilot programs were selected for funding. This evaluation, intended to provide information to guide decisions about future directions for the program, has two objectives: first, to describe the overall program, the children and families, and the educational and family services; and second, to assess broad, long-term effects on community, family, and child well-being. Chapter 1 describes the seven program sites in the evaluation sample. Chapter 2 describes the children and their developmental levels, and attendance and attrition in the program. Chapter 3 describes the families participating in the program and their evaluations of the program. Chapter 4 describes the education component of the programs at each site: (1) the service delivery system; (2) each curriculum model selected; (3) results of teacher interviews; (4) the classroom environment; (5) teacher

Choice
IDENTIFIERS- *Canada; Quality Indicators

This booklet offers Canadian parents guidance on finding high-quality child care. The booklet begins by defining quality child care, indicating that child care should support a child's emotional, social, intellectual well-being and that child caregivers are the key to quality child care. The characteristics of quality child care settings are also delineated, including a small number of children with each adult; space for quiet and active times; and a flexible, yet predictable routine. The next section focuses on finding quality care. Parents are urged to identify their needs and priorities, and to take advantage of provincial and local child care offices and community information services. Visits to potential centers and family day care homes are also recommended, and parents are urged to ask questions and discuss hours, fees, discipline, sickness, vacations, and parent involvement. In addition, parents are advised to establish a relationship with the caregiver that is one of mutual respect, trust, and cooperation; to check references; and to write a contract or letter of agreement. Finally, the booklet lists parents' other child care-related responsibilities, indicating that: (1) a three-way relationship between parent, caregiver, and child requires an ongoing commitment; (2) communication is vital; (3) parents should take the time to hear about their child's day; and (4) parents should voice both their concerns and appreciation. Booklets are in English and French. (AC)

ED 373 887 PS 022 586

Scofield, Richard T., Ed.
School-Age NOTES. September 1992 through August 1993.
PUB DATE- 93
NOTE- 98p.; For volumes 1-12, see ED 353 089.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; *Curriculum Development; *Day Care Centers; Discipline; Elementary Education; *Instructional Materials; Montessori Method; Newsletters; *Professional Development; *Program Improvement; *School Age Day Care; Standards; Summer Programs

These 12 newsletter issues provide educational resources to providers of school-age child care. Each eight-page issue may include several feature articles; activities that providers can use with children; descriptions of professional development activities and training programs; information on books, pamphlets, and other educational materials in the field; and a list of School-Age Care (SAC) conferences and training sessions. Featured topics include (1) Adventure Play playgrounds; (2) rules and discipline; (3) professional attitudes; (4) child-initiated programming; (5) peace education; (6) conflict resolution; (7) school-age care accreditation; (8) professional development; (9) developmental needs and imaginary play; (10) summer and year-round programs; (11) a national study or school-age programs; (12) Montessori school-age programs; (13) ideas for summer programs; (14) working with hostile children; (15) the copyright implications of using recorded music and videos in school-age programs; (16) the National Association of Elementary School Principals' Standards for Quality School-Age Child Care; (17) tree climbing; (18) fall holiday celebrations; (18) dedicated space for school-age programs; (19) student portfolios; and (20) classroom discipline. (MDM) if any, teacher intervention. Additionally, the children often applied the conflict resolution strategies without the teacher's assistance. The teacher reported that the classroom atmosphere drastically improved over the course of the school year as the students were more willing to take responsibility for their actions and could more readily provide solutions to their problems. Although the naturalistic observation made it impossible to measure if the students had internalized the conflict resolution strategies, parents reported that their children were applying the newly learned problem-solving skills at home. The study results suggest that the basic interpersonal skills gained from employing effective conflict resolution strategies such as active listening, restating information, brainstorming solutions, and reaching consensus are essential problem-solving skills that will enable children to interact positively with others throughout their lifetime. Ten appendices containing conflict resolution tips and examples are included. Contains 20 references. (Author/TJQ)

ED 373 906 PS 022 655

Simac, Kathleen L.
Sex Equity in Teacher-Child Interaction in Preschool Classrooms.
PUB DATE- Dec 93
NOTE- 62p.; Light type in Table 6.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Females; Males; Preschool Children; Preschool Education; *Preschool Teachers; *Sex Bias; Sex Differences; *Sex Fairness; *Teacher Attitudes; *Teacher Behavior; Teacher Response; *Teacher Student Relationship

Three private preschool classes, one with 3-year-olds and two with 4-year-olds, were observed to determine if there was differential treatment of boys and girls. The observer used an observational form developed to observe and assess sex equity or inequity in teacher-child interactions. The data obtained from the observations was processed through the Statworks program. A t-test was run on the following teacher responses: teacher gives a soft reprimand, teacher gives praise, teacher gives directions, and teacher comments. The results revealed that for each type of the four teacher responses, no significant difference was found in the way the preschool teachers responded to girls or to boys. This was in contrast to other available research studies that found boys and girls were treated differently by their teacher in the classroom. In 8 out of the 10 studies, boys received more attention than girls, in some instances negative and in some instances positive. In the remaining two studies, girls received more attention in one study and more reinforcement in the other than boys received. The null hypothesis, that there is no difference in teacher-child interactions with boys and girls at the preschool level, was accepted based on the t-test results. Differences between this study and the older studies indicate, perhaps, a greater awareness of sex equity or inequity by educators. Appendices contain the Sex Equity/Inequity Observation form, the Sex Equity in the Preschool Classroom questionnaire, a transmittal letter, and tables pertaining to the study. Contains 12 references. (Author/TJQ)

ED 373 907 PS 022 657

Tillman, Yvonne R.
Improving Critical Thinking Skills in Second Graders through

DESCRIPTORS- Check Lists; *Classroom Observation Techniques; Early Childhood Education; Foreign Countries; Guidelines; *Notetaking; *Recordkeeping; *Student Evaluation
IDENTIFIERS- Anecdotal Records; Anecdotes; *Classroom Observation Record

Observing children is a task teachers and caregivers perform to understand the unique characteristics of each child. Observation alone can be helpful, but in combination with record keeping it becomes a valuable aid to understanding child development and can be used as a basis for making decisions about appropriate experiences to foster each child's development. This booklet offers guidelines for observation and record keeping in early childhood settings. It examines the reasons for observing children, the value of observation skills and good records, and ethical considerations. Tips on how to gather information about children are briefly outlined. Three types of observation methods discussed in detail are: (1) anecdotes, the complete record of an incident from beginning to its natural conclusion related in the past tense; (2) running records, a narrative or continuous recording of everything a child says and does within a unit of time; and (3) checklists, including developmental checklists, skill checklists, and program checklists. Each method is described, and examples or sample records for each method are included. Decoding, the process of analyzing the recorded data, is discussed, along with summary writing. Examples of decoding and a summary are included. Each section of the booklet includes references. (TJQ)

ED 373 926 PS 022 736

Periolat, Janet; Nager, Nancy
The Positive Aspects of Aggressive Behavior in Young Children.
PUB DATE- Dec 88
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aggression; Child Behavior; Childhood Needs; Child Responsibility; *Conflict; *Conflict Resolution; Hostility; *Play; *Preschool Children; Preschool Education; Sex Differences; Teacher Behavior; Teacher Influence; Teacher Responsibility; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Play Fighting

Not all fighting or aggression in young children is bad, and some kinds of teacher intervention may be beneficial. Play-fighting refers primarily to rough and tumble play and chasing, and several studies have shown that play and serious fighting can be clearly distinguished in young children. Numerous authors have pointed out the value and positive aspects of aggression. Aggressive behavior is often the most immediate way for a child to communicate his or her desires and needs, and teachers need to try to understand what children are communicating rather than judge their behavior. Play-fighting is a very common occurrence among boys, and seems to occur less with girls. Girls who display aggressive behavior have generally been socialized like boys. Boys often use aggressive behavior and play-fighting to make friends, exhibit frustration due to failure at making friends, and to become more assertive and overcome their fear of aggressive boys. It is crucial for adults and teachers to encourage children to respond to aggression by asserting their feelings with statements such as "Stop it" or "I don't like that," rather than by simply hitting back or running to the teacher. A child's self-esteem can build

Influencing the Success of Bingo Operations on American Indian Reservations" (Eduardo E. Cordeiro); (7) "The Impact of Welfare Reform in Indian Country: The Family Support Act of 1988 and the Rosebud Reservation" (Margaret Barnwell Hargreaves and Hedy Nai-Lin Chang); and (8) "Mind Sets and Economic Development on Indian Reservations" (Ronald L. Trosper). Includes author profiles. (LP)

ED 373 943 RC 019 735

Boswell, Henry, III; Stamm, Daniel K.
Predators and Prey: Jordan Lake State Recreation Area. An Environmental Education Learning Experience Designed for Grades K-3.
PUB DATE- Mar 93
NOTE- 124p.; Small illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Ecology; *Environmental Education; Experiential Learning; *Field Trips; Learning Activities; *Outdoor Activities; Outdoor Education; Primary Education; Vocabulary Development; *Wildlife
IDENTIFIERS- *North Carolina; *Predator Prey Relationship

This document provides hands-on environmental education activities for the classroom and the outdoor setting of Jordan Lake State Recreation Area. The activity packet, designed for grades K-3, meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. It includes on-site activities conducted at the park and previsit and postvisit activities designed for the classroom. These activities may be performed independently or in a series to build upon students' newly gained knowledge and experiences. In these activities students go on a "safari," become part of a food chain, and discover the roles of predator and prey at Jordan Lake. The learning experiences expose students to the major concepts of predator, food chain, prey, habitat, adaptation, resource management, and preservation of natural areas. Vocabulary words appear in bold type the first time they are used in each activity. These words and their definitions may be found in the glossary at the back of the activity packet, followed by a list of reference materials. A supplemental educator's guide provides information about the field trip to Jordan Lake. (Contains 16 references.) (KS)

ED 373 944 RC 019 736

Trivette, Larry
Our Changing Land: Stone Mountain State Park. An Environmental Education Learning Experience Designed for Grades 4-6.
PUB DATE- Jun 94
NOTE- 57p.; Photographs and some illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Environmental Education; *Field Trips; *Geology; Intermediate Grades; *Learning Activities; *Outdoor Activities; Outdoor Education; Vocabulary Development
IDENTIFIERS- *Blue Ridge Mountains; North Carolina; Rocks

Stone Mountain State Park's environmental education learning

Mullinix, Bonnie B.; Comings, John
Exploring What Is: An Examination of Mathematics Instruction in Adult Basic Education Learning Environments.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (72nd, Indianapolis, IN, April, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Classroom Environment; *Mathematics Instruction; *Mathematics Teachers; Models; *Teaching Methods
IDENTIFIERS- Massachusetts; NCTM Curriculum and Evaluation Standards

While special care is needed to adapt approaches and strategies to the instructional requirements of adult populations, the innovative learning experiences inspired by the NCTM Curriculum and Evaluation Standards for School Mathematics are examples of good pedagogy that integrate nicely into an androgogical learning environment. This paper presents an overview of a study designed to identify and examine key factors that influence Adult Basic Education (ABE) mathematics instruction in Massachusetts and to develop a detailed picture of the adult basic mathematics learning environment. Example profiles of adult mathematics learners and instructors, along with glimpses into ABE and ideal mathematics classrooms, are given. Tables comparing reality with NCTM and ABE standards, recommendations for mathematics instruction, and the Research into Adult Basic Education Mathematics Project generalized research framework are included. (MKR)

ED 373 965 SE 054 556

Carifio, James; Nasser, Ramzi
Algebra Word Problems: A Review of the Theoretical Models and Related Research Literature.
PUB DATE- Apr 94
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Cognitive Style; Models; Problem Solving; *Schemata (Cognition); Secondary Education; *Thinking Skills; *Word Problems (Mathematics)

Research indicates that students have great difficulty solving algebra word problems and that few high school seniors have mastered the fundamentals of algebra, let alone algebra problem-solving skills. Improving students' algebra problem solving skills is considered to be critically important by those who have worked on reforming mathematics education over the past 10 years, as algrebra has become almost an entry level skills for most scientific, business, and technical jobs in western economies. This paper reviews the current models and theories of algebra word problems and algebra word problem solving and integrates these models into a more comprehensive view and model of algebra word problems and problem solving behavior. The empirical research literature is then reviewed in terms of

Urban Mathematics Collaborative Project: C2ME as a Case Study on Teacher Professionalism" (Thomas A. Romberg and Norman L. Webb); and "Mathematics Accessible Through Technology: The Voyage of the Mimi as an Interdisciplinary and Technologically-Based Program" (Norman L. Webb). An appendix after the NCTM paper contains an overview of the NCTM Curriculum and Evaluation Standards. (MKR)

ED 373 987 SE 054 718

Rosenthal, Judith W.
Theory and Practice: Science for Undergraduates of Limited English Proficiency.
PUB DATE- Oct 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); *Higher Education; *Limited English Speaking; *Science Instruction; *Teaching Models; Undergraduate Study

Between 1980 and 1990, the total number of Asian, Hispanic, American Indian, and foreign undergraduates increased by more than 50% at public, private, 4-year and 2-year colleges. Many of these students may be of limited English proficiency, suggesting that the traditional science lecture/lab format may need modification to incorporate the theory of second language acquisition as it pertains to the practice of content instruction. Various methods exist to improve science instruction for limited English proficient undergraduates. These include the Adjunct and Tutorial Models, Sheltered or Bridge science instruction, faculty development, and science instruction in the students' native language. Any plan for science education reform at the collegiate level or for increasing minority participation in science must address the needs of the growing population of undergraduates who speak English as a second language. (Author)

ED 373 988 SE 054 750

Huang, Shwu-young L.; Waxman, Hersholt C.
Differences in Asian- and Anglo-American Students' Motivation and Learning Environment in Mathematics.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Anglo Americans; *Asian Americans; Beliefs; Classroom Environment; *Elementary School Students; Ethnic Studies; Grade 6; Grade 7; Grade 8; Intermediate Grades; *Junior High School Students; *Mathematics Education; Middle Schools; Sex Differences; *Student Motivation; Surveys
IDENTIFIERS- Classroom Environment Scale (Fraser and Fisher); Instructional Learning Environment Questionnaire; *Middle School Students; Multidimensional Motivation Instrument

Asian-Americans' exceptional academic achievement has generated a great deal of interest on the part of educators in search of explanations for the phenomenon. In particular, Asian-

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Concept Formation; *Concept Teaching; Elementary Secondary Education; Environmental Education; Experiential Learning; *Outdoor Education; *Urban Youth
IDENTIFIERS- *Environmental Attitudes

One key to effective conceptual change teaching is to discover each student's conceptions about the conditions before instruction. The teacher then provides experiences that create dissatisfaction with existing ideas and models a new conception that is intelligible, plausible, and fruitful. The purpose of the Acorn Project of the Chicago office of the Illinois Nature Conservancy was to involve city children with earth keeping experiences connecting them to particular places and developing active attachment to and tending of a natural space. The curriculum was specific to and generated from the characteristics of three Cook County Nature Preserve sites. Trained adult volunteer docents accompanied and assisted students in the field and the classroom. Students drew concept maps of "the environment" and what they expected the woods would look like before they traveled to the nature preserves. After the nature experience, students were asked to write about what they expected to see at the preserve the next time they visited. Notes and reports from teaching docents and student responses showed that when students went into the woods in small groups with a volunteer adult leader, participants changed their conceptions of nature and the importance of human interaction about our natural environments. (LZ)

ED 374 011 SE 054 946

Magnusson, Shirley J.; And Others
Conceptual Development: Re-examining Knowledge Construction in Science.
PUB DATE- Apr 94
NOTE- 30p.; A paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Constructivism (Learning); Criticism; Educational Research; *Electricity; Elementary Education; *Misconceptions; *Science Education; Science Projects
IDENTIFIERS- *Conceptual Change

A study involving upper elementary school students (n=30) was conducted to examine conceptual change and constructivism. It is argued that a constructivist view of learning is antithetical to a vision of conceptual change in which teachers act in a diagnostic and remediate manner to help students rid themselves of their inaccurate ideas. It further asserts that this vision, which has been premised on the results of studies which depict students' ideas as highly resistant to change and interfering with the construction of accepted scientific knowledge, stems from methodologically flawed work from a constructivist perspective. This study presents the methodology and findings used to refute the notion that students' ideas are highly resistant to change. Also discussed are the implications of the results with respect to: (1) characterizing knowledge construction; and (2) conducting research on student learning

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavioral Science Research; Child Rearing; *Cooperation; Foreign Countries; *Interpersonal Competence; Kindergarten Children; Parent Aspiration; Preschool Education; *Prosocial Behavior; *Student Behavior; *Student Characteristics
IDENTIFIERS- *Japan; Japanese Culture; Japanese People; *Sunao

Japanese children are socialized to internalize parental, group, and institutional norms. Japanese adults believe "good" children to be sunao (cooperative). Sunao is difficult to translate into English, but can be thought of as being gentle and spirited. This paper presents a study that examined and described feelings and thoughts of Japanese children, their parents, and their teachers about sunao in a school setting. The kindergarten selected for this study was located in Kawasaki city, a middle class suburb near Tokyo. It was a traditional Japanese kindergarten and as such involved considerable group work. Children worked together on projects. At times the classes seemed to represent a single entity rather than a collection of individuals. The following themes emerged from analysis of the data: (1) sunao as a fundamental characteristic of the child; (2) sunao as both a positive and negative concept depending upon the use; and (3) sunao as a result of how the child is treated by others. Of the 60 children in the study, 56 understood sunao to be a positive attitude. Of the 69 adults, 26 defined sunao as honesty. Thirty of the 69 adults considered sunao to be a part of the whole child who is able to keep interpersonal harmony within a group situation. Sunao as behavior also can be seen two ways: being sunao to one's self and being sunao to others. The paper reports that sunao is one of the fundamental characteristics of the child: it affects their very being; how they behave and what they feel. Adults try to foster sunao through communication, modeling, and praise. Contains 17 references. (DK)

ED 374 033 SO 024 260

Oppler, Scott H.; And Others
Career Interests of Academically Talented Seventh Graders.
PUB DATE- 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related paper, see SO 024 261.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Career Choice; Educational Research; Equal Education; Grade 7; Junior High Schools; Junior High School Students; Middle Schools; *Sex Differences; *Sex Fairness; Sex Role; Sex Stereotypes; *Student Interests
IDENTIFIERS- Talent Identification Program NC

This document reports on an investigation that described patterns of interests in specific careers for academically talented seventh grade girls and boys. This study represents a step in addressing the unequal distribution of males and females in many occupational fields, most notably the low involvement of females in scientific and technical fields and mathematics. Interest patterns exhibited by girls and boys may be related to future job choice; therefore, it is important to determine these interests as they tend to become more differentiated units into one government is now known as the federal system in which each state has power over internal affairs and the national government regulates affairs common to all. The power to impeach an elected official also is derived from the Iroquois system. In the Iroquois system, if a sachem, or delegate, elected by a tribe to represent that tribe at a council of one of five Indian nations that made up the Iroquois League, appeared improper or lost the confidence of his electorate, the women of his clan impeached and expelled him and chose a new sachem. The founding fathers adopted the impeachment process but omitted women from the right to vote and from any other major role in the political structure. (DK)

ED 374 052 SO 024 380

Phelan, Vanessa C.
Utilizing Multiple Intelligence Theory and Outcome-Based Measures To Develop a Core Framework for Science and Social Studies Curriculum Kindergarten through Grade Five.
PUB DATE- 94
NOTE- 126p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Theories; Elementary Education; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Kindergarten; Measurement Techniques; Outcomes of Education; Parent Teacher Cooperation; Preservice Teacher Education; *Science Instruction; *Social Studies
IDENTIFIERS- *Multiple Intelligences; *Outcome Based Education

This document is a practicum designed to respond to concerns from both parents and staff about the duplication of instructional topics or themes in more than one grade, while other topics were not covered at all. The development of a predictable core curriculum framework for grades K-5 was one of several goals of this project to provide a predictable and consistent presentation of both science and social studies content. This report describes a committee's development of a skeleton of core topics in science and social studies. These topics were mandated to be presented at each grade level to provide predictability and consistency for instructional staff and parents. The committee developed learner or student outcomes for each of the topic areas, identifying specific content, processes and values that were believed to be prerequisites for education in the 21st century. Exemplary integrated interdisciplinary units utilizing multiple intelligence theory as their foundation were developed and acquired on some of these core topics as well as others for teachers to use for collaborative instruction and assessment. Analysis of the data revealed that the minimal core curriculum for science and social studies in the elementary grades was positively accepted by community members, parents, staff, and administration. (DK)

ED 374 053 SO 024 383

Sexism in Education: Is There Gender Equity in Your Community School District?
PUB DATE- Jan 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners)

annotations by Murry R. Nelson, the editor of the present document, on the 1916 report. Commentaries include: (1) "The Social Contexts of the Committee on Social Studies Report of 1916" (Murry M. Nelson); and (2) "Thomas Jesse Jones--Doing God's Work and the 1916 Report" (Stephen T. Correia). The book also contains a 35-page select annotated bibliography from the ERIC database on social studies reform. The table of contents of the 1915 report on "The Teaching of Community Civics" is included in an appendix. (Author/DK)

ED 374 073 SO 024 560

Arts Education Assessment Framework. Pre-Publication Edition.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; National Assessment Governing Board, Washington, DC.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 5 Mar 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; *Dance; Dance Education; Educational Objectives; Elementary Secondary Education; *Music; Music Education; *Student Evaluation; *Theater Arts; *Visual Arts
IDENTIFIERS- National Assessment of Educational Progress; *National Standards

This document presents the results of the project to develop an assessment framework and specifications for a planned 1996 Arts Education Assessment. The purpose of the project was to develop and recommend a framework and other design features for an arts education assessment that includes the areas of dance, music, theater, and the visual arts. The recommended form of the assessment was designed by a planning committee composed of K-12 teachers and arts educators from higher education, practicing artists, assessment specialists, and lay persons guided by a steering committee. The framework was evolved from an issues paper that identified the major areas of concern for the assessment design and from a series of public hearings. This framework describes the proposed assessment and gives the underlying rationale for approaches to arts education assessment on which the 1996 National Assessment of Education Progress (NAEP) will be based. The document is divided into four chapters: (1) the arts in U.S. education; (2) the content and processes of the arts; (3) desired attributes of the arts education assessment including issues and strategies specific to the art forms of dance, music, theater, and visual arts, and the desired emphasis for each arts area; and (4) preliminary achievement level descriptions. Appendices include content outlines, general descriptions of present arts education programming in the schools, public hearings, schedules and timelines, steering committee, planning committee, and management team. (DK)

ED 374 074 SO 024 561

Kaplan, Howard, Ed.
That Delicate Balance II: Our Bill of Rights. Instructor's Guide.
SPONS. AGENCY- American Historical Association, Washington, D.C.; American Political Science Association, Washington, D.C.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English

proficiency in solving workplace problems as highly important; (2) all stakeholders also agreed that preparation for further postgraduate study, specialist training, and understanding of mathematical disciplines were low priorities; (3) BIT students rated writing ability significantly lower than academic staff or employers did; (4) academic staff rated student accomplishment in logical thinking, listening skills, self-discipline, and independence lower than students rated themselves in these skills; (5) in most instances employers rated graduate accomplishment higher than academic staff did. Includes four tables and four figures which detail study findings. (JB)

ED 373 619   HE 027 605

Kaase, Kristopher J.
Testing the Limits of the Student Adaptation to College Questionnaire. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Freshmen; College Students; Higher Education; Measures (Individuals); Prediction; Predictive Measurement; *Predictive Validity; Predictor Variables; Questionnaires; *School Holding Power; *Student Adjustment; Validity
IDENTIFIERS- *AIR Forum; *Student Adaptation to College Questionnaire

This study tested the ability of the Student Adaptation to College Questionnaire (SACQ) to predict attrition for first-time, full-time freshmen at a predominantly white, medium-sized, liberal arts, denominational college in the southeast. A random sample of 100 students were surveyed of which 84 returned usable questionnaires (57 females, 27 male, 59 white, 23 black, 2 Hispanic). Attrition after 1 and 2 years was 32.1 percent and 55.9 percent respectively. Using logistic regression, five predictive models of the SACQ were tested and compared to other predictors of attrition. The study found that the claim that the SACQ can identify at-risk students in all institutional settings is not supported. Generally, unique combinations of SACQ items were the best predictors of attrition at both 1 and 2 year time intervals. The Attachment subscale of the SACQ did not appear to be an effective predictor of attrition. The best predictors came primarily from the Academic and Social Adjustment subscales. Generally, none of the models predicted attrition with a high degree of accuracy. Colleges should use caution when using the SACQ to target at-risk students for early intervention. (Contains 12 references.) (JB)

ED 373 620   HE 027 606

Sachs, Judyth
Control or Empowerment: Quality in Higher Education in Australia. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 12p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994). A version of this paper presented at the

Differentials; School Policy; *Teacher Salaries
IDENTIFIERS- *AIR Forum; *Compa Ratio; Miami University OH

This study at Miami University (Ohio) compared multiple regression techniques, traditionally used in higher education to examine salary inequities, with compa-ratio analysis. This new technique has been a corporate practice for reviewing salary and gender bias and is now being applied in studies of higher education salary equity. Weaknesses of the multiple regression technique include predictability, large standard deviations, and lack of "human input" in determining variables to be added. In order to compare the two methods at an institution that has used multiple regression for 14 years, multiple regression models were run using the standard process for detecting existing bias with respect to gender and ethnicity, division, and location. Results revealed some differences for white males at the Associate Professor at regional campuses who had lower than expected salaries. Two different compa-ratio methods were also used and they found gender differences at the associate professor level, gender by campus interaction at the assistant professor level, campus differences at the associate professor level, and a gender difference at the professor level. The addition of the compa-ratio raised questions on how faculty salaries can be studied, particularly as they relate to peer institutions. (Contains 10 references.) (JB)

ED 373 638 HE 027 624

Zeglen, Marie E.
The Error of Our Ways: Using TQM Tactics To Combat Institutional Research Bloopers. AIR 1994 Annual Forum Paper.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; Error Correction; Error Patterns; Higher Education; *Institutional Research; Management Development; Problem Solving; Quality Control; Total Quality Management; Troubleshooting
IDENTIFIERS- *AIR Forum

This paper encourages the use of Total Quality Management (TQM) tactics and other strategies as a practical means of fostering a quality culture in institutional research offices of higher education institutions. In particular, four approaches are advocated for understanding and minimizing errors: (1) use of TQM tactical tools to enhance work processes and error trapping; (2) institutional research climate change tactics aimed at error correction, prevention, and quality enhancement; (3) quality promotion tactics for working with external organizations; and (4) national leadership activities for promoting professional standards, developing benchmarks, and offering training for those working in institutional research. Example "bloopers" are used to illustrate errors occurring in institutional research offices and ways to detect or avoid them. (Contains 29 references.) (JB)

ED 373 639 HE 027 625

Sanford, Timothy R.; Rivera, Merissa
Parents' Perceptions of Students' Time to Degree. AIR 1994 Annual

Public Colleges; *Strategic Planning
IDENTIFIERS- *AIR Forum; *Utah Valley State College

This paper discusses the role that the Office of Institutional Research and Strategic Planning played in providing data support, planning, and cohesiveness as Utah Valley Community College worked to become Utah Valley State College. The two tier model adopted at Utah Valley State College aspires to describe a cost-effective four-year college with a strong upper division based upon a healthy vigorous comprehensive community college lower division. More than 10,000 individuals, representing current, former, and future students and community members, were surveyed concerning their support of 4-year programs at the community college. Surveys used questions written to exclude any bias, and sound sampling techniques were incorporated. Results of the research on community support and interest were cited continually throughout the debate, appeal, and negotiations for 4-year status. All candidate degree programs were subjected to in-depth analysis based upon student demand, market demand, placement history, and faculty credentials. A survey of over 12,000 workers employed in 10 Utah County companies was conducted to determine degree level and emphasis. Market and trend analysis techniques as well as integration of statewide and national placement data were also used. (JDD)

ED 373 657 HE 027 643

Meredith, Mark
FTE Staff Required To Perform Institutional Research and Planning Functions: Results of a U.S. College and University Survey. AIR 1994 Annual Forum Paper.
PUB DATE- Jun 94
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Expenditures; Higher Education; Information Technology; *Institutional Research; National Surveys; *Personnel Needs; *Staff Role; *Staff Utilization; Strategic Planning
IDENTIFIERS- *AIR Forum

A pilot survey of institutional research and planning (IR/P) functions at 78 U.S. colleges and universities yielded data on common and diverse tasks, products, and services; broad staffing and related operating expense requirements for these tasks, products, and services; and specific staff "person days" required to perform/achieve each of the tasks, products, and services. Data were analyzed by institutional type, size, and control; by IR/P organizational categories; and by reported level of IR/P staff information technology skills. Results suggest an initial, tentative basis for comparing current task effort and staffing of existing institutional research/planning units and/or for helping to identify likely assigned/required tasks and staff requirements for a new institutional research and planning office. A copy of the survey form is attached. (Author/JDD)

ED 373 658 HE 027 644

Fine, Paul L.

Prepared statements were presented by Senators Paul Simon, Claiborne Pell, and Carol Mosely-Braun. Testimony was also offered by: (1) the president and three officials of the American Council on Education; (2) the associate director and two officials from the Education and Employment Issues section of the U.S. General Accounting Office; (3) the executive director of the National Council of Education Opportunity Associations; and (4) the presidents of Morgan State University, Norfolk State University, Nebraska Indian Community College, Hostos Community College, Chicago State University, and Spelman College. The testimony in general pointed to the low, and in some cases declining, rates of participation by Blacks, Latinos, and other minorities in higher education in the United States. Many witnesses decried the lack of minority graduate students and faculty to serve as role models. Much testimony was also critical of federal student aid initiatives, such as the Pell Grant program, for not providing enough money to needy students. (MDM)

ED 373 677 HE 027 663

Siegel, Dorothy G.
Campuses Respond to Violent Tragedy. American Council on Education Series on Higher Education.
PUB DATE- 94
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; Case Studies; College Planning; College Programs; *College Role; *Crisis Intervention; Emergency Programs; Higher Education; Homicide; *Natural Disasters; Public Relations; Rape; *School Community Relationship; School Safety; School Security; Student College Relationship; Suicide; *Universities; *Violence
IDENTIFIERS- Date Rape; Fires; Hurricanes

This book presents 10 case studies of how universities and colleges respond to violent tragedies, both on- and off-campus, and offers suggestions for institutions to prepare themselves to deal with such crises. Each case study of a specific case of violence or other tragedy was based on interviews with the participants and reports on the specific preparations and responses of campus officials, students, and organizations; provides excerpts of press releases and internal reports on the tragedy; and comments on the effectiveness of the actions taken by campus personnel to deal with the tragedy. The cases include: (1) multiple tragedies off-campus, including a fatal fraternity house fire, a bomb threat, and a fatal hostage situation in a bar near campus; (2) date rape on-campus; (3) a murder on campus; (4) two rapes on-campus; (5) a suicide on-campus; (6) serial murders off-campus; (7) an athlete charged with assault; (8) the murder of 14 female students and employees at the Ecole Polytechnique de Montreal in 1989; (9) Florida International University's response to Hurricane Andrew in 1992; and (10) the University of Miami's response to Hurricane Andrew. A summary and critique of institutional responses, specific suggestions for tragedy preparedness, and a crisis preparation checklist are included. (MDM)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Content; *Curriculum Development; Educational Change; Global Approach; Graduate Study; Higher Education; *International Communication; *International Education; *International Trade; *Public Relations; Undergraduate Study

This paper establishes a rationale for international public relations courses in the curricula of university public relations education in the U.S. and outlines the content of such courses. Disagreements between practitioners and educators on a blueprint for public relations education are documented. Developments pointing to a crucial need for expanded U.S. public relations curricula are noted, such as increasing capabilities of satellite communication and the increasingly transnational nature of business. Public relations curricula should include international courses at both the undergraduate and graduate levels. International public relations courses should address: (1) the history and development of public relations in other cultures; (2) the practice and function of public relations abroad, emphasizing differences between U.S. and non-U.S. practices; (3) the internal and external dynamics of multinational corporations as well as the problems and difficulties of U.S. corporate public relations abroad; (4) comparative legal, political, and ethical dimensions of public relations practice at home and abroad; (5) the history, organization, practice, and professional operations of the media abroad; (6) public relations aspects of major international political, diplomatic, cultural, and socioeconomic developments; and (7) the various international organizations that provide resources for public relations practitioners. (Contains approximately 65 references.) (JDD)

ED 373 695 HE 027 691

Hiebert, Willard
Exchange Internships with Germany: How It Can Be Done.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Educational Opportunities; Foreign Countries; German; Higher Education; *International Educational Exchange; *International Trade; *Internship Programs; Program Development; *Student Exchange Programs; Student Experience
IDENTIFIERS- *Concordia College at Moorhead MN; *Germany

A member of the faculty of Concordia College (Moorhead, Minnesota) recounts his experience with developing local internship opportunities for German business students in exchange for internship opportunities in Germany for his international business students. The faculty member had to develop a list of potential companies, in an area of small to medium sized firms; contact them to encourage their cooperation with the program; locate housing for the interns; provide information to the interns before they arrived, concerning money, clothing, transportation, and other facts; meet the interns at the airport and assist them in getting settled;

feedback and the timing of feedback. Preliminary results from a laboratory experiment suggest that feedback which elaborates on the goal structure of the console-operation skill is more effective than feedback that simply corrects errors. (Contains 42 references.) (Author/JLB)

ED 373 714 IR 016 724

Fulford, Catherine P.; Zhang, Shuqiang
"Tooling Up To Go the Distance" Video Interaction Analysis.
PUB DATE- 94
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Technology; Elementary Education; *Evaluation Methods; Higher Education; *Inservice Teacher Education; Instructional Design; Interaction; *Interactive Television; *Interactive Video; Measures (Individuals); Reliability; Test Construction; *Videotape Recordings
IDENTIFIERS- Hawaii

A new video evaluation instrument is demonstrated. It is designed specifically for distance education, to be used for instructional design consultation, distance education teacher training, or research. Categories include students interacting with teachers, with other students, and content. Analyzing interaction in two-way television requires an instrument suited to the setting. The university course used in instrument development provided teacher in-service training for a sequential kindergarten through grade 6 program that integrates science, health, and technology in Hawaii. The course was offered via interactive television to 233 teachers. Videorecordings and a written record of interaction events were used to evaluate one-way and two-way interactions and communication in the three defined categories. Four raters used the approach to evaluate the distance presentations. Overall reliability was high enough to warrant using the approach analyzing interaction in distance education, not just in terms of amount of time, but in terms of richness and patterns. Two tables and six figures present study findings. (Contains 20 references.) (SLD)

ED 373 715 IR 016 725

Goodrum, David A.; And Others
A Socio-Technical Perspective of Instructional Development: A Change in Paradigms.
PUB DATE- 94
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

as the other factors, possibly because of the context in which these schools are being restructured. (Contains 34 references.) (SLD)

ED 373 733 IR 016 743

Lee, Yung-Bin Benjamin; Meyer, Martha J.
Closed-Captioned Educational Video: Implications for Post-Secondary Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
PUB DATE- 94
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Civil War (United States); College Students; *Developmental Studies Programs; *Educational Television; English; Higher Education; *Knowledge Level; Multiple Choice Tests; Postsecondary Education; Pretests Posttests; Reading; Remedial Programs; *Videotape Recordings
IDENTIFIERS- *Closed Captioned Television; *Video Technology

The effects of closed-captioned educational video as an instructional tool for improving reading comprehension and learning retention for students in college developmental studies programs were studied. Subjects were 168 students in Developmental Studies English and reading classes at a regional university in the Southeast and 168 first-year students in regular core courses. A 30-minute closed-captioned video from the Civil War series produced by Ken Burns was the treatment material. A multiple-choice test was used as pretest, posttest, and retention test (at 4 weeks). The video was used with and without the captioning, audio, and an accompanying printed text. The developmental studies students knew less about the Civil War at entry and never caught up with their core subject peers. None of the treatment conditions raised posttest and retention test scores. Explanations for these results are explored. Two tables and three figures present study data. (Contains 23 references.) (SLD)

ED 373 734 IR 016 744

Lin, Chi-Hui; Davidson, Gayle
Effects of Linking Structure and Cognitive Style on Students' Performance and Attitude in a Computer-Based Hypertext Environment.
PUB DATE- 94
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *Computer Assisted Instruction; Field Dependence Independence; Higher Education; *Hypermedia; Interaction; Research Methodology;

consequences), effort can be seen to correspond to the challenge parameter, whereas performance corresponds to skills and consequences correspond to feedback in the flow model. A literature review identifies the recommendations and prescriptions of various authors into the variables of the synthesis, which are conceptualized as challenges (incorporating goals), means (including skills), and feedback. Two figures and three tables illustrate the synthesis. (Contains 16 references.) (SLD)

ED 373 752 IR 016 762

Richey, Rita C.
Design 2000: Theory-Based Design Models of the Future.
PUB DATE- 94
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Cognitive Processes; Constructivism (Learning); Formative Evaluation; *Futures (of Society); *Instructional Design; Learner Controlled Instruction; Learning; Models; Needs Assessment; Selection; Summative Evaluation; *Theories; Theory Practice Relationship; Transfer of Training
IDENTIFIERS- Chaos Theory; *Instructional Systems Design; Situated Learning

The influence of theory on instructional-design models of the future is explored on the basis of the theoretical developments of today. Anticipated model changes are expected to result from disparate theoretical thinking in areas such as chaos theory, constructivism, situated learning, cognitive-learning theory, and general systems theory. Instructional-system design models (ISD) are likely to continue to be a driving force among practitioners for the next decade. The typical pattern of use for such models is linear, but support for nonlinear models is appearing. The constructivist influence is permeating much thinking on instructional design and will surely be part of the newer, expanded needs-assessment orientation. Design models of the future are likely to incorporate more formative and summative evaluation. These enhancements of the typical macrodesign model will be complemented by changes in micromodels that guide the selection and sequencing of instructional strategies. Two key issues will be the nature of learner control in design models of the future and in the transfer of training strategies. The diversity of approaches in the future offers new challenges for practitioners and researchers alike. (Contains 27 references.) (SLD)

ED 373 753 IR 016 763

Richey, Rita C.
Developmental Research: The Definition and Scope.
PUB DATE- 94
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville,

considered burdensome and will probably not be used. (Contains 62 references.) (SLD)

ED 373 771 IR 016 781

McGonigle, D.; And Others
What Is Nursing Informatics?
PUB DATE- 94
NOTE- 6p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Health Needs; Higher Education; *Information Science; Information Technology; Information Utilization; *Nurses; *Nursing

Information technology has developed to the point of providing a means to manage nursing and related health-care data effectively for nursing administrators, educators, practitioners, and researchers. Therefore, the newly recognized area of nursing informatics is important to the nursing profession as a whole. Nursing informatics is defined as the integration of computer and information science into nursing-practice settings to enhance client care and the profession. Nursing schools and health settings, in which nurses must prepare for or function in their nursing roles, must fully utilize the nursing informatics capabilities currently available. Technologically enhancing nursing will ultimately improve client care. (Contains 4 references.) (Author/SLD)

ED 373 772 IR 016 782

Ottaviani, Barbara Fields; Black, John B.
The Effects of Multimedia Presentation Formats on the Spatial Recall of a Narrative.
PUB DATE- 94
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Comparative Analysis; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; *Multimedia Instruction; *Narration; Noise (Sound); *Recall (Psychology); Scoring; Spatial Ability; *Videotape Recordings; *Visual Perception
IDENTIFIERS- *Media Characteristics; Middle School Students; *Presentation Mode

This study investigated four types of media formats: (1) talking head; (2) voice-under-text; (3) voice-under-video; and (4) multiformat (combination of talking head, voice-under-video, and text). Sixty-four suburban middle-school students were shown four different narrative stories, each presented in a different media format. Students were tested to determine what they remembered through verbal recall and a spatial task.

High. Silver Summer Scrapbook--Summer Library Program, 1993.
PUB DATE- 15 Mar 93
NOTE- 40p.; Compiled in conjunction with the 1993 Florida Summer Library Program (see ED 360 990). For related bibliographies, see IR 055 149-155.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Agriculture; Annotated Bibliographies; *Archaeology; *Braille; *Childrens Literature; Elementary Education; Fiction; Media Adaptation; Paleontology; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- *Caves; Florida; Gardening

This annotated bibliography comprises an alphabetical listing of 72 books about digging available in special formats. The bibliography is divided into three sections: (1) "Dig-In" contains books about holes and caves; (2) "Dig-In--In the Garden and Down on the Farm" contains books about gardening and farming; and (3) "Dig-In--Into the Past" contains books about archeology and paleontology. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index and an order form. (JLB)

ED 373 794 IR 055 154

Sumner, Mary Ann, Comp.
There's Magic...in Books: A Bibliography of Books in Recorded and Braille Formats for Young Readers from Preschool through Junior High. Silver Summer Scrapbook--Summer Library Program, 1993.
PUB DATE- 1 Apr 93
NOTE- 39p.; Compiled in conjunction with the 1993 Florida Summer Library Program (see ED 360 990). For related bibliographies, see IR 055 149-155.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Braille; *Childrens Literature; Elementary Education; Fantasy; Fiction; Imagination; Media Adaptation; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- Florida; *Magic

This annotated bibliography comprises an alphabetical listing of 89 books about magic available in special formats. The list contains books about magic tricks, fantasy, witches, and magical places. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index and an order form. (JLB)

ED 373 795 IR 055 155

Sumner, Mary Ann, Comp.
Summer Yummers: A Bibliography of Books in Recorded and Braille Formats for Young Readers from Preschool through Junior High. Silver Summer Scrapbook--Summer Library Program, 1993.
PUB DATE- 15 Mar 93
NOTE- 21p.; Compiled in conjunction with the 1993 Florida Summer

NOTE- 57p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Activities; Administrator Attitudes; Community Colleges; *Employee Attitudes; Faculty Development; Federal Aid; Grants; *Professional Development; *Program Effectiveness; Program Evaluation; School Surveys; Staff Development; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Northern Maine Technical College

A 5-year Title III grant received by Northern Maine Technical College (NMTC) in 1989 provided funding for professional development (PD) activities at the college. To evaluate the impact of the grant and plan for the continuation of the professional development program, a study was conducted in 1994 near the end of the grant period. Following a literature review to identify theoretical bases for staff development, 90 NMTC administrators, staff, and faculty were surveyed regarding their perceptions of 11 types of development activities and of the current program's organizational structure and approval processes. Responses were received from 9 administrators, 10 support staff, and 32 faculty, for an overall response rate of 56%, lower than the 70% response recommended to accurately reflect employee perceptions. With respect to types of development activities, 9 out of the 11 activities received a mean score of 3.5 out of 5, indicating approval, with university courses and seminars or workshops receiving the highest ratings. In addition, respondents generally favored continuation of the current process and structure. Other conclusions included the following: (1) employees were not certain of the adequacy and appropriateness of communications from the college's PD committee; (2) there was a strong perception of the positive impact of PD funding; and (3) performance evaluation and PD funding priority should have a closer connection. Contains 18 references, the survey instrument, and responses to open-ended questions. (KP)

ED 373 816 JC 940 465

Flanigan, Patricia K.
California Community Colleges Faculty Role in Shared Governance.
PUB DATE- 94
NOTE- 30p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Governing Councils; Community Colleges; *Governance; Governing Boards; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *Shared Governance

In November 1993, the chief executive officers (CEO's) and academic senate presidents at all 107 California community colleges were surveyed regarding faculty members' role in shared governance. Study findings, based on an 84% response rate, included the following: (1) the CEO's and senate presidents agreed that faculty were greatly involved in the decision-making process in the areas of academic and professional matters, and were generally satisfied with current levels of faculty involvement in these areas; (2) senate presidents were less satisfied that CEO's with the level of faculty involvement in institutional planning, budget development, and district and college governance structures; (3) both groups agreed that personal agendas and "we/they"

Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

In order to better understand the factors that contribute to student attrition in community colleges, a study was undertaken to track a cohort of 1990 first-time students at a Florida public community college for 2 years. Once the cohort students were identified, a file was built containing both demographic and academic attributes, including age, race, sex, first term grade point average, scores on three subsets of placement tests, full-time/part-time status, enrollment in college preparatory courses, financial aid status, degree expectations, and type of high school diploma earned. These variables were analyzed to develop a functional relationship to students' continued enrollment or continuing education elsewhere in fall 1991 and fall 1992. Students found to be most likely to remain enrolled were "traditional" students, defined as young, not working full-time, not enrolled in college preparatory courses, attending college full-time, and earning high grades. Students least likely to return were older, part-time students who worked full-time and enrolled in college preparatory courses. In addition, having a standard high school diploma increased the likelihood of first-year retention by a factor of 4.5. The study concluded that, since the population found to be least likely to persist is also the majority population at most public community colleges, colleges should keep this profile in mind when developing intervention strategies. (MAB)

ED 373 834 JC 940 485

Terrill, Marty; And Others

History of Great Ideas: An Honors Seminar.

PUB DATE- May 94

NOTE- 20p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Activities; Classroom Techniques; Community Colleges; Course Content; Course Descriptions; *History Instruction; *Honors Curriculum; *Intellectual History; *Interdisciplinary Approach; Seminars; Student Participation; *Teaching Methods; Two Year Colleges

The History of Great Ideas is an interdisciplinary seminar course for sophomore honor students at North Arkansas Community Technical College that teaches the intellectual history of western civilization. Each semester, students study 14 ideas from science, philosophy, history, religion, sociology, and economics to discover how philosophical concepts have shaped concrete acts of humanity. The course has three instructors who alternate as session leaders and a coordinator who attends the sessions, reads student papers, and keeps track of reading assignments. The conceptual framework for sessions involves defining the idea, placing it in its historical context, identifying the results of the idea, and suggesting implications and future possibilities. Students are provided with readings and required to write a summary of ideas prior to the seminar. Leaders prepare their sessions to encourage lively discussion, and students are encouraged to participate. Students receive grades for summaries, discussion responses,

PUB DATE- Jul 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *College Faculty; Community Colleges; Documentation; Educational Philosophy; Faculty Development; Guidelines; *Portfolio Assessment; *Portfolios (Background Materials); *Teacher Evaluation; Teacher Responsibility; Teaching Load; Two Year Colleges

Designed to provide direction for the production of instructional and non-instructional faculty portfolios, these guidelines describe the purpose and elements of portfolios and the critical steps in their development and evaluation. First, a definition is provided of a teaching portfolio, indicating that it is a collection of materials substantiating classroom performance, particularly highlighting the priority of teaching. Next, explanations and suggestions are provided for the following steps in the production of portfolios designed for the dual purposes of self-evaluation of teaching and administrative evaluation of performance: (1) a statement of philosophy, which can include thoughts on the teacher's or students' roles in education; (2) a statement of responsibility, covering such areas as the number and type of courses taught, evaluation methods used, participation in faculty governance, or involvement in special initiatives; (3) appended statements from supervisors or results from evaluations to substantiate the statement of responsibilities; (4) a discussion of highlighted responsibilities, including supporting documents; and (5) a reflective statement linking the teaching philosophy to the concrete examples provided. Finally, guidelines are presented for evaluating portfolios, describing a two-step process by peers and a caucus of interdisciplinary members and providing sample worksheets for each. Sample supporting documents to be included in portfolios are appended. Contains nine references. (KP)

ED 373 852 JC 940 517

The Computer Science Program, Programmer/Analyst and Micro-Computer Technology: Specific Guide to the Evaluation of Programs of Studies.
PUB DATE- Aug 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Computer Science Education; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Guidelines; Program Descriptions; *Program Evaluation; Programming; Self Evaluation (Groups); State Standards; Two Year Colleges
IDENTIFIERS- *Quebec

Based on a general guide to the evaluation of programs of studies published by Quebec's Commission d'evaluation de l'enseignement collegial, this guide offers information and describes Commission requirements for planning and completing evaluations of computer science, programmer/analyst, and micro-computer assessment of students; (6) teacher characteristics and training; and (7) parent involvement. Chapter 5 describes the family service workers and their role in the program and training. Chapter 6 describes the community-based coordinating councils and their views of the sample programs. Chapter 7 presents a summary, review, and implications of the evaluation. Case studies are included in chapters 2, 4, and 5. Appendices include the pilot program guidelines and survey instruments used. (TM)

ED 373 869 PS 022 497

Emergency Medical Services for Children: Abstracts of Active Projects FY 1994.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 94
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; Child Health; *Federal Aid; Grants; *Medical Services; *Pediatrics; *Pilot Projects; *Program Descriptions; Rehabilitation; Resource Centers
IDENTIFIERS- *Emergency Medical Services; National Highway Traffic Safety Administration; Office of Maternal and Child Health

This publication provides abstracts of 32 active and 18 completed projects designed to improve pediatric emergency care. These projects are funded by the U.S. Department of Health and Human Services' Maternal and Child Health Bureau, in collaboration with the U.S. Department of Transportation's National Highway Traffic Safety Administration. Issues addressed by these projects include the entire continuum of pediatric emergency care, from injury prevention and emergency medical services access through prehospital and emergency department care, intensive care, rehabilitation, and reintegration into the community. The abstracts of active projects are organized into three categories: implementation and demonstration projects, targeted issues grants, and resource centers. Each abstract for both active and completed projects contains: (1) the name, location, director, and grant number; (2) the problem addressed; (3) goals and objectives; (4) methodology; (5) evaluation; and (6) experience to date. (MDM)

ED 373 870 PS 022 499

Blenkin, Geva M.; Yue, Nora Y. L.
Principles into Practice: Improving the Quality of Children's Early Learning (Year One: June 1993 to May 1994). Interim Report, Early Childhood Education Research Project.
PUB DATE- Mar 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Child Development; Curriculum Development; *Early Childhood Education; *Educational Assessment; Educational Attitudes; *Educational Quality; Foreign Countries; Interviews; Longitudinal Studies; Parent Teacher Cooperation; Professional Development; *Questionnaires; *School Surveys; *Teacher Qualifications

ED 373 888 PS 022 596

Amato, John Kenneth
Increasing Parental Involvement at a Middle School by Involving Parents in Workshops and School Activities Designed To Meet the Needs of Their Adolescent Child.
PUB DATE- 94
NOTE- 80p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Discipline Problems; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Associations; Parent Education; Parenting Skills; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Parent Workshops; Program Design; Program Implementation; Questionnaires; Self Esteem

This practicum was designed to address declining parental participation in school functions and activities at a middle school, along with a low level of parental involvement or interest in their children's education. A year-long parental involvement program was developed that encouraged parents to: (1) interact with their children and their children's teachers on a regular basis; (2) participate in class trips, assembly programs, and the parent-teacher organization (PTO); (3) provide a quiet place for their children to study and for parents to work with their children on a daily basis; and (4) meet with teachers and administrators to discuss problems and concerns. The program also provided--through a program newsletter, small group meetings, and workshops--information to parents about adolescent development, their roles as parents, and school policies. As a result of the practicum program, PTO membership and attendance at PTO meetings increased, and parent participation in school committees rose significantly. Over the course of the program, discipline problems within the school declined, while student grades and self esteem improved. (Seven appendices contain copies of parent survey forms, homework logs, and parenting materials. Contains 17 references.) (MDM)

ED 373 889 PS 022 598

Huntsinger, Carol S.; And Others
A Cross-Cultural Study of Young Children's Performance on Drawing and Handwriting Tasks.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the Midwestern Psychological Association Conference (Chicago, IL, May 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Americans; Comparative Analysis; *Creativity; Cross Cultural Studies; Early Childhood Education; *Freehand Drawing; Handwriting; *Kindergarten Children; Parent Attitudes; *Parent Influence; *Preschool Children; *Psychomotor Skills; Spatial Ability; Visual Discrimination; Whites

A study sought to determine whether differences in drawing performance, creativity, and the related skills of visual discrimination, fine muscle coordination, and spatial ability exist between second-generation Chinese-American and Caucasian-American young children. It also sought to determine which

Instruction and Teacher-Led Discussion Groups.
PUB DATE- 94
NOTE- 48p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Literature; *Critical Thinking; *Elementary School Students; Grade 2; Group Activities; Primary Education; Program Design; Program Implementation; *Reading Skills; Skill Development; Tests; *Thinking Skills; *Writing Skills

This practicum was designed to address the problem of a class of 23 second-graders who were unable to make judgments and support opinions at all levels of Bloom's taxonomy. The goals of the practicum were to design and implement a Critical Thinking Skills (CTS) program that taught students to make judgments and support opinions, and that encouraged students to think about and react to literature. To attain these goals, pre- and posttests were developed and administered to assess students' critical thinking skills. Twelve critical thinking lessons were developed and administered to the class. These lessons included reading and writing activities, small- and large-group discussions, and self-selection of books. As a result of the practicum, 14 of the 23 students were able to make judgments, 18 of the 23 students were able to support their opinions, and all 23 students were able to demonstrate at least one CTS. (Four appendices contain a CTS inventory, a CTS student behavior checklist, a making judgements test, and a supporting opinions test. Contains 19 references.) (MDM)

ED 373 908 PS 022 662

Theilheimer, Ish, Ed.
Family Incomes: Will Your Children Be as Well Off as Your? = Les revenue familiaux: vos enfants s'en tireront-ils aussi bien que vous?
PUB DATE- Mar 93
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Economic Change; Employment Opportunities; *Family (Sociological Unit); *Family Characteristics; Family Financial Resources; *Family Income; *Family Status; Foreign Countries; High Schools; High School Students; Labor Market; Living Standards; *Middle Class; *One Parent Family
IDENTIFIERS- Canada

Against the background of recent radical changes in the Canadian economy, this issue of the Canadian journal "Transition" examines the question of parents' concerns for their children's economic futures. "Changes in Family Incomes and Labour Market Participation in Post-War Canada" (David Ross and Clarence Lochhead) charts changes in family incomes. "Fifteen Years Old and Already Working" (Bernard Fortin) notes that half of secondary school children have paying jobs and suggests that work may take precedence over education. "The Death of the Middle Class" (Daphne Bramhan and Gordon Hamilton) reports that family incomes are declining, that over one quarter of a million families have disappeared from the middle class since 1982, and that one out of two people believe their children's standard of living will be lower than theirs. "Lone-Parent Families, Low Incomes" reports that single-parent families in when encouraged to take responsibility for his or her own feelings. Teachers can play a positive role in assisting children to express and channel their aggressive behavior. (AS)

ED 373 927 RC 019 421

ICLIS: A Model for Extending Knowledge to Residents in Rural Communities. A Planning Workbook.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 92
NOTE- 14p.; A product of the ICLIS (Intermountain Community Learning and Information Services) Project.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; *Community Information Services; Community Surveys; *Computer Networks; *Distance Education; Elementary Secondary Education; Higher Education; Land Grant Universities; Library Development; Program Descriptions; *Program Development; Public Libraries; Rural Areas; *Rural Education
IDENTIFIERS- *Intermountain Community Learning Info Serv; United States (Intermountain West)

The Intermountain Community Learning and Information Services (ICLIS) project was begun in 1985 to provide rural communities in Colorado, Montana, Utah, and Wyoming with greater access to information and educational programming. Computer centers were housed in nine rural public libraries to provide services related to literacy, career guidance, distance education, children's programming, and information sources for community businesses and medical professionals. The first section of this guide (components of ICLIS: Building a Partnership) describes steps, objectives, and tasks involved in planning an ICLIS project, including building a foundation, assessing community needs and interests, proposing and refining ICLIS project goals and objectives, designing a project plan based on goals and objectives, and formulating administrative and evaluation plans. This section also describes technical services available through ICLIS to land grant universities and public libraries concerning program development and implementation. The second section (ICLIS--Round 1) profiles ICLIS programs in the nine communities, including size of the community, distance from the nearest university, number of years using the ICLIS model, status of the community specialist, and status of the ICLIS Learning Resources Center. This section also includes vignettes from community members describing the impact and advantages of the programs. The third section (ICLIS-Round 2) includes recommendations for future programs, suggestions for advertising, and possible sources for program funding. The guide also includes contacts and resources for program development, program evaluation questionnaires, and a community interest inventory. (LP) experience, Our Changing Land, introduces the student to the geology of the Blue Ridge Mountains, with emphasis on Stone Mountain, through a series of hands-on activities. The learning experience is designed for grades 4-6 and meets curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. It introduces students to concepts such as the rock cycle; geologic time; weathering; erosion; sedimentary, metamorphic and igneous rocks; and stewardship of natural resources. On-site activities are conducted at the park, while previsit and postvisit activities are completed in the classroom. The previsit activity introduces students to the three different rock types: igneous, sedimentary, and metamorphic. On-site activities give students an understanding of the origin of Stone Mountain, weathering, and erosion. Postvisit activities reinforce concepts, skills, and vocabulary learned. In the packet, the first occurrence of a vocabulary word used in an activity is indicated in bold type. This document includes definitions, reference materials used in developing the activities, and field trip and program evaluation forms. Contains 29 references. (KS)

ED 373 945 RC 019 743

Shifflett, Donna M.
What Effect Do Volunteers Have on a Rural Primary School?
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Elementary Schools; Elementary School Teachers; Questionnaires; *Rural Schools; Student Behavior; *Teacher Attitudes; Time Management; *Volunteers

This paper examines the use of volunteers in a rural primary school and their effects on teacher use of time and student behavior in the classroom. A survey was completed by 45 teachers and other personnel at Allendale Primary School in rural central Virginia. The school had 58 volunteers, of whom 38 volunteered on a weekly basis averaging 112 hours per week. Ninety percent of volunteers were parents. Volunteers chaperoned trips, helped with nonroutine events such as career days, tutored individual students or small groups, helped with enrichment activities, provided instructional support such as grading papers, and provided clerical or library support. About 52 percent of staff felt that having a volunteer increased planning time, and 76 percent felt that having a volunteer increased instructional time. All specialists and over 80 percent of teachers felt that having a volunteer increased the amount of individual time spent with students and produced a positive effect on classroom behavior. Appendices contain the school questionnaire and teacher comments. (SV)

ED 373 946 RC 019 757

Teleteaching Distance Education. Issues for Rural Revitalization Series, Volume 2, Number 1.
PUB DATE- Jan 94
NOTE- 35p.; For full report and extensive appendices, see RC 019 758.
LANGUAGE- English

the models presented and summarized, and the implications of each line of inquiry is discussed as well as the types of studies that needs to be done to advance knowledge in this area. Contains 97 references. (Author)

ED 373 966 SE 054 557

Simon, Martin A.
Beyond Inductive and Deductive Reasoning: The Search for a Sense of Knowing.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Deduction; Elementary Secondary Education; *Induction; *Logical Thinking; Mathematics Instruction; Metacognition; *Proof (Mathematics); *Transformations (Mathematics)

In this paper it is argued that the characterization of mathematical justifications as inductive or deductive is incomplete. Promoting in classrooms the development of and discourse about a third type of reasoning, transformational reasoning, which considers the results of operations on a set of objects, may contribute to mathematics learning in significant ways. Topics discussed include: contrasting the presence and absence of transformational reasoning, defining transformational reasoning, transformational reasoning as a way of thinking, and implications. Contains 19 references. (MKR)

ED 373 967 SE 054 558

Kull, Judith A.; And Others
Mathematics and Science Reform through School/University Collaboration: Fables from the Field in Four Middle/Junior High Schools.
PUB DATE- Apr 94
NOTE- 31p.; A paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; College Role; *College School Cooperation; Community Role; *Educational Change; Higher Education; Intermediate Grades; Junior High Schools; *Mathematics Instruction; *Middle Schools; School Community Relationship; *Science Instruction; Teacher Role
IDENTIFIERS- *Reform Efforts

This paper discusses the National Science Foundation Middle School Mathematics and Science Collaborative (MSC) project designed to help schools implement mathematics and science reform. The paper consists of descriptions of these efforts in four schools: (1) "Summer Subversion/Constructivist Conversion" is about the re-tailoring of pre-planned summer instruction in subject matter and pedagogy to meet the perceived needs of teachers; (2) "Teachers Nearly Jump Ship" describes a productive, well-organized team of teachers who collaborated with their principal and a university facilitator to restructure the way they work and teach; (3) "The Rochester

Americans' mathematics achievement has been remarkable and many studies have found these students outperforming students from other ethnic groups. A study was conducted in the five middle schools of a multicultural school district in a major metropolitan city in the Central South region of the United States. The school district was selected because of the relatively large enrollment of Asian-Americans among minority students (about 20.4% were Asian-Americans). A stratified sample of 1,200 Asian-Americans and 1,200 Anglo-Americans were randomly selected to be included in the study. Three standardized instruments--"Multidimensional Motivational Instrument," "Classroom Environment Scale," and "Instructional Learning Environment Questionnaire"--were adapted for use in this study. Results indicate that there are significant main effects of ethnicity, gender, and grade on middle school students' motivation and perceptions of learning environment in mathematics. Asian-American students reported greater pride in their classwork, stronger desire to succeed, higher expectations to do well in mathematics; but the students has significantly lower affiliation than Anglo-American students. Contains 46 references. (MKR)

ED 373 989 SE 054 758

Aldridge, Elizabeth A.; Baskerville, Emily T.
A Study of the Effectiveness of the Comprehensive School Mathematics Program.
PUB DATE- 1 May 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Mathematics Curriculum; *Mathematics Education; Questionnaires; *Rural Education; *Teacher Attitudes
IDENTIFIERS- *Comprehensive School Mathematics Program

Prior to an extensive literary and active research, the researchers hypothesized that the Comprehensive School Mathematics Program (CSMP) would be effective only if implemented on a school-wide, uniform manner that followed the strict CSMP guidelines. Two extensive surveys on teacher attitudes concerning CSMP were administered to teachers in a rural elementary school. One survey questioned CSMP teachers, and the other questioned non-CSMP teachers. Results indicated that a varied approach to CSMP can exist successfully in a school, despite some shortcomings with the CSMP program. A detailed description and history of the CSMP program and important details gathered from the extensive 15-year pilot trial of CSMP are included. Appendices include the surveys used in the study. Contains 25 references. (Author/MKR)

ED 373 990 SE 054 759

Geddes, Dorothy; And Others
Measurement in the Middle Grades: Curriculum and Evaluation Standards for School Mathematics. Addenda Series. Grades 5-8.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Estimation (Mathematics); Intermediate Grades;

within a constructivist framework. (ZWH)

ED 374 012 SE 054 947

Fellows, Nancy J.
Dynamics of Conceptual Change in Small Group Science Interactions.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Concept Formation; Elementary Education; Grade 6; Intermediate Grades; Kinetic Molecular Theory; Matter; Problem Solving; *Science Instruction; *Scientific Concepts
IDENTIFIERS- *Conceptual Change

This paper documents the dynamics of the social interactions within two small groups of sixth grade students as they solved problems and attempted to understand the concepts related to the nature of matter and molecular theory. Similarities and differences of social interactions between the two groups are compared, and interpretations presented for how students might build on one another's ideas to construct their own personal meanings of the scientific concepts. Evidence from videotape transcripts of student interactions and student writing showed that students changed individual language explanations of phenomena. The teacher provided the support necessary to collectively reconstruct scientific explanations. There was no evidence that more knowledgeable peers were present in this sixth grade class, except for those who could remember the scientific language provided by the teacher and the text, which has the implications for how teachers structure experiences, problem solving and group interactions in science. Students constructed more useful and meaningful understanding as a result of sharing ideas in scientific language during problem solving activities. (Author)

ED 374 013 SE 054 948

Hines, S. Maxwell; And Others
The Effect of Wider Participation among Women of Color on Science Teaching and Science Teacher Education.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Minority Groups; Science Careers; *Science Education; *Teacher Educators; *Women Faculty

It is a safe assumption that the increasing influx of women of color in science education will over time redefine and have an impact on the process and system that educate them. With inclusion comes additional methods of confronting issues, many of which may include alternative modes of teaching and maintaining diverse populations in science. The impact of women of color on this non-traditional teaching arena will most probably be felt on two fronts principally: (1) Science teacher during adolescence, a time when students are developing the ability to think in terms of the future. The primary objective of this investigation was to compare the occupational interests of academically talented male and female seventh graders. A sample of 1,272 applicants to the Duke University Talent Identification Program Talent Search served as subjects for this study. Subjects rated 59 occupations in terms of how much they would like or dislike each occupation. Results indicated a gender stereotyped pattern of career interests; males rated quantitative, scientific, and vocational occupations higher than females, while girls rated teaching and the arts higher than boys. This pattern of results suggests that, even for this highly talented sample, a gender based scheme of career interest is in place well before high school. Interventions aimed at increasing numbers of females in mathematics and science based careers may need to be implemented earlier than the seventh grade. (Author/DK)

ED 374 034   SO 024 261

Stocking, Vicki B.; And Others
Attitudes about School of Academically Talented Seventh Graders.
PUB DATE- 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related paper, see SO 024 260.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Course Selection (Students); Educational Experience; Educational Research; Females; Grade 7; Junior High Schools; Junior High School Students; Males; Sex Differences; *Student Attitudes; Students; *Student School Relationship
IDENTIFIERS- Talent Identification Program NC

This document discusses an investigation describing attitudes about school for a national sample of academically talented seventh graders. In particular, it considered how much students liked selected school subjects and how much they thought they would like particular college majors. The purpose of the study was to compare the attitudes of males and females of this group due to the noted shortage of women in mathematics and science related fields of study and work. The primary objective of this investigation was to compare the school-related attitudes of academically talented male and female seventh graders. A sample of 1,272 applicants to the Duke University Talent Identification Program Talent Search served as subjects for this study. Subjects rated school subjects and college majors in terms of how much they would like or dislike each and indicated subject preferences according to a forced choice scheme. Girls and boys both rated mathematics and science among their three favorite school subjects, although boys rated mathematics and the sciences higher than girls, and girls rated the arts and languages higher than boys. This pattern of results is echoed in ratings of college majors. A 17-item bibliography is included. Five tables illustrate: (1) mean ratings of school subjects as a function of sex; (2) rank order of school subjects according to rating of school subjects as a function of sex; (3) percentages of boys and girls preferring school subjects in rows over school subjects in columns; (4) mean liking of college majors as a function of sex; and (5) ranking of college majors as a function of sex. (Author/DK)

(051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; Elementary Secondary Education; *Equal Education; Federal Legislation; *Nondiscriminatory Education; *Sex Bias; *Sex Discrimination; *Sex Fairness; State Legislation
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Iowa; Title IX Education Amendments 1972

This pamphlet provides information to help teachers, students, parents, and the community at large to examine whether there is equal access to and opportunity in education for males and females in the Iowa schools. Recognition of the importance of gender equity in education is reflected in both state and federal law. This document describes the relevant legislation at both the federal and state level in Iowa. The pamphlet discusses Title IX of the Education Amendments of 1972 that forbids sex discrimination in any educational institution receiving federal assistance. It describes the Carl D. Perkins Vocational and Technology Education Act of 1990 that continued earlier provisions of federal vocational education legislation that required each state to have a full time sex equity coordinator to provide assistance to educational institutions to assure equal access to vocational education programs for women and men. The document explains that under Iowa state law, all public and accredited private elementary and secondary schools are required to teach their entire school curriculum from a multicultural, nonsexist approach. The Iowa Civil Rights Act also is discussed. The pamphlet suggests that citizens examine their school district curricular materials, curricular offerings, guidance services, extracurricular activities, and school administration for signs of gender equity. Six means of taking action are suggested. (Author/DK)

ED 374 054 SO 024 408

Valdmaa, Sulev
Civic Education Curricula for the Forms IX and XII. An Extract from the Frame Curricula for the Basic School of the Estonian Education Centre.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Critical Thinking; *Curriculum Development; Curriculum Guides; Democratic Values; *Educational Objectives; Foreign Countries; Secondary Education
IDENTIFIERS- *Estonia

This document discusses the framework for civic education in Estonia. Objectives of civic education in Estonia come from the traditional beliefs of Estonian society, the new demands of social change, standards established by the Council of Europe, and experiences of neighboring countries. The main objective of civic education is to teach a new generation, regardless of their nationality, to become citizens of the world and to be loyal to the democratic Republic of Estonia. To achieve these goals, the following skills and knowledge should be taught: (1) the ability to understand the surrounding world, how it functions, and what its systems are; (2) to understand the relations between the personality and the society, to be able to decide independently, and adapt to changing situations; (3)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Constitutional Law; Controversial Issues (Course Content); Critical Thinking; Instructional Materials; *Law Related Education; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Bill of Rights; *United States Constitution

This instructor's guide assists secondary social studies educators in making effective use of the five-part video series, "That Delicate Balance II: Our Bill of Rights." In the tradition of "The Constitution: That Delicate Balance," the series introduces students to the Bill of Rights and the controversies that have arisen over these rights. Led by moderators using the Socratic method of inquiry, the series features panels of experts engaging in lively debate about the constitutional, ethical, and social issues arising from a number of hypothetical scenarios. The programs enrich secondary civics, government, and history courses that examine the Constitution, Bill of Rights, civil liberties, or contemporary issues. The instructor's guide opens with a summary of the topics of the five units in the series. The unit topics are Roe v. Wade; the First Amendment and hate speech; a rape trial; equality and the individual; and criminal justice, from murder to execution. A section on each unit provides teachers with an overview of the issue presented, background materials that teachers may copy and distribute to their class, and discussion questions based on these materials that students can debate prior to viewing the video. Each section likewise presents discussion questions for the class to debate following the video as well as suggestions for further research, reports, and essays. At the back of the guide, teachers are provided with a convenient list of teaching resources related to the Bill of Rights. (JD)

ED 374 075 SP 035 197

Ostapczuk, Edward D.
What Makes Effective Secondary Education Substitute Teachers? Literature Review.
PUB DATE- Jul 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; *Classroom Techniques; Discipline Problems; Literature Reviews; *Problem Solving; Secondary Education; Secondary School Teachers; Student Attitudes; *Substitute Teachers; Teacher Attitudes; *Teacher Effectiveness; *Teaching Skills

The purposes of this paper were to review the literature and examine the available research in the area of the effectiveness of substitute teachers in secondary education; and to identify problems and suggested remedies associated with substitute teaching from the perspectives of school administrators, substitute teachers, and students. The literature describes many problems substitute teachers face and suggests that the perceived effectiveness of substitute teachers is worse than that of first year and student teachers. Several studies cite poor classroom management skills as substitutes' single greatest problem. Recommendations to address the identified problems include inservice training for substitute teachers in classroom management techniques. Although the review failed to answer the question of what makes effective secondary education

Australian Association for Institutional Research Conference (Sydney, New South Wales, Australia, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; College Role; Educational Assessment; *Educational Quality; Foreign Countries; Government Role; *Higher Education; Individual Development; Organizational Development; Politics of Education; Program Descriptions; Public Policy; Quality Control
IDENTIFIERS- *AIR Forum; Australia; *Griffith University (Australia); Stakeholders

This paper clarifies the problems of meaning and translation into practice of concepts of "quality" in higher education by examining a quality improvement program at Griffith University (Queensland, Australia). The paper notes that Australian government agencies have advanced a quality assurance (QA) approach concerned with the imposition of externally defined versions of what universities stand for and of their contribution to the economic enhancement of the states, an approach which may not be in the best long term interests of the groups inside or outside the universities. The paper describes an alternative approach, the quality improvement (QI) model which emphasizes individual and corporate development and which satisfies the needs of various internal stakeholders and takes into account the external pressures of accountability inherent in QA. A description of the QI project at Griffith University shows how it is trying to bridge the gap between external accountability and internal transformation. By working within specific sites inside the University, the project aims at the internationalization of a culture that values quality in all of its variant forms and the development of a quality driven institutional culture across the University. Contains 12 references. (JB)

Forum Paper.
PUB DATE- Jun 94
NOTE- 28p.; Paper presented at the Annual SAIR/SCUP Conference (Memphis, TN, October 31-November 2, 1993) and the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bachelors Degrees; College Graduates; Higher Education; Majors (Students); *Parent Attitudes; Research Universities; *Time Factors (Learning); Time Management
IDENTIFIERS- *AIR Forum; *Time to Degree

A survey was conducted of the parents of 1992 and 1993 baccalaureate graduates who were enrolled for more than eight regular academic year semesters before earning their degrees. Approximately 350 students were included as graduates from a major, public research university in the Southeast. Parents were selected as the research subjects because they want their children to have the most positive college experience possible, but they also have limited resources and want their children to finish their degree. Responses were received from 200 parents of graduates from a major public research university in the Southeast. Parents indicated that the predominant reason why their children took longer than 4 years to graduate was "changing majors," while the second highest item was "felt no pressure to finish in 4 years," followed closely by "courses needed to graduate not always available" and "had to work while enrolled." Ninety-two percent of the parents were satisfied with the quality of education. Data were evaluated for differences by race, sex, and residency status (in-state and out-of-state). The study found that parents felt their children, for the most part, had academically sound reasons for taking longer than 4 years to graduate. A copy of the questionnaire and some parent comments are appended. (JDD)

Tuition Pricing and Aid Strategies: A Practical Approach. AIR 1994 Annual Forum Paper.

PUB DATE- Jun 94
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (34th, New Orleans, LA, May 29-June 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; Fees; Higher Education; Income; Institutional Research; Models; *Predictive Measurement; Private Colleges; Program Design; Selective Colleges; *Statistical Analysis; Student Costs; *Student Financial Aid; *Tuition
IDENTIFIERS- *AIR Forum

This paper examines the applicability of net tuition revenue models for a highly selective, elite priced, private research university in the southern U.S. Pricing and aid strategies for this university seem to be driven by intuitive assumptions about the economy, market forces, needs-blind admissions, student satisfaction, net price responsiveness, and quality elasticity. The system seems to have strong predictive ability in terms of budgeting gross and net tuition revenues, but does not function well in predicting the impacts of new or changing pricing strategies. Given the decision making process of the school and the number and power of key players, change in the system will have to take place incrementally. Statistical models should be applied to some of the smaller, less entrenched aid programs first to build evidence to support improvements in their design. For example, the net revenue gained from providing talented freshmen with 100 percent tuition scholarships versus 75 percent tuition scholarships could be modeled, taking into account students' choice of college and the persistence rate. There is a need for empirical modeling that can quantify the impact of long-standing assumptions on net tuition revenues. (Contains 22 references.) (JDD)

introduce them to their employers; and regularly follow up on their progress. Implementation of the program has been time consuming, but it is felt that there are many willing partner schools in Germany and that exchange internships are an excellent method of developing positive relationships between Germans and Americans. (JDD)

ED 373 696 HE 027 693

Cullen, Thomas
An Open Systems Approach to Cross-Cultural Training.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Eastern Michigan University Conference on Language and Communication for World Business and the Professions (13th, Ypsilanti, MI, April 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration Education; *Cross Cultural Training; Higher Education; International Education; *Models; *Organizational Development; Organizational Theories; *Systems Approach
IDENTIFIERS- *Open Systems Theory; University of Klagenfurt (Austria)

This paper proposes a model of organizational analysis, developed at the Department of Organizational Development at the University of Klagenfurt (Austria), as a framework for cross-cultural education. The model is derived from open systems theory which claims that organizational analysis should focus on the relationship of all the pieces of an organization as they interact together. Research at Klagenfurt has resulted in a framework called the Offenes Sozio-Techno-Oekonomisches (OSTO) System, which identifies nine dimensions on which organizations can be analyzed. These dimensions form the basis of seminar work designed to prepare students to analyze organizations in a wide variety of business situations. The nine dimensions include: the social system, technical system, economic system, political control system, product-market-future, environment, history, future orientation, and the sub-world system. The OSTO Model can be used to analyze the cultural values underlying practices observed in different countries. An example of the model's application is given in a cross-cultural analysis of the United States and Austria. The paper concludes that use of the OSTO model expands the traditional objectives of organizational development to include sensitizing students to cultural and commercial conditions which may vary radically from those in their own countries. (JDD)

DESCRIPTORS- *Educational Change; Educational Technology; Evaluation Methods; *Instructional Development; Models; Problems; Problem Solving; Teaching Methods; *Technological Advancement; User Needs (Information)
IDENTIFIERS- *Paradigm Shifts; Prototypes; *Sociotechnical Systems Approach

The traditional model of instructional development (ID) is found lacking by some in the face of problems that call for a customer/user focus, adaptable technical and social designs, and solutions where training is impractical or unaffordable. This paper outlines an alternative model based on the socio-technical paradigm, which suggests a better match to a growing number of problems in ID. From a socio-technical perspective, the purpose of design and development is to support human behavior, not to create an innovation. Organizations are composed of people using technology to perform work practices in a particular environment. Each component is integrally tied to the other, and technology is not predominant. Prototype versions of proposed socio-technical solutions are for the purpose of evaluating and refining specifications. Development, conducted by a cross-functional team of people with a stake in success, is not a one-time event focusing on technology, but a process of activity, product, and evaluation output. Seven phases of ID are proposed, with an evolutionary rather than revolutionary approach. Six figures are appended. (Contains 4 references.) (SLD)

*Student Attitudes; Undergraduate Students
IDENTIFIERS- Group Embedded Figures Test; Hierarchical Models;
*Linking Structures; Navigation (Information Systems)

The implications of content organization and cognitive style in relation to the design of hypertext were studied with a focus on the effects of linking structure and field dependence and independence on performance and attitudes. Subjects were 139 undergraduates classified as field-dependent or field-independent on the basis of Group Embedded Figures Test scores. The following treatment conditions were used: (1) hypertext with linear linking structures; (2) hypertext with hierarchical linking structures; (3) hypertext with hierarchical-associative linking structures; (4) hypertext with associative linking structures; and (5) hypertext with random linking structures. Results do not support the hypotheses of interaction between linking-structure types and cognitive styles for either performance or attitude, or the main effect of linking structure on performance. Field-independent subjects outperformed field-dependent subjects overall, and they tended to have better attitudes toward the approach. It is possible that lack of support for the hypothesized relations may result from methodological rather than conceptual causes, as further study could elucidate. Five figures illustrate linking structures. (Contains 28 references.) (SLD)

TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Educational Research; *Educational Technology; Evaluation Methods; *Instructional Design; *Instructional Development; Models; Program Evaluation; Research Methodology; Systems Approach
IDENTIFIERS- *Product Development

Developmental research, as opposed to simple instructional development, has been defined as the systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet criteria of internal consistency and effectiveness. Developmental research is particularly important in the field of instructional technology. The most common types of developmental research involve situations in which the product-development process is analyzed and described, and the final product is evaluated. A second type of developmental research focuses more on the impact of the product on the learner or the organization. A third type of study is oriented toward a general analysis of design development or evaluation processes as a whole or as components. A fundamental distinction should be made between reports of actual developmental research (practice) and descriptions of design and development procedural models (theory). Although it has frequently been misunderstood, developmental research has contributed much to the growth of the field as a whole, often serving as a basis for model construction and theorizing. One figure illustrates the discussion. (Contains 24 references.) (SLD)

Memory differed depending on format. The formats that most enhanced memory were the primarily visual formats (multiformat and voice-under-video styles). Students were less apt to remember stories presented in the primarily audio (voice-under-text and talkinghead) formats. In contrast, initial analysis of spatial recall was inconclusive. This may have been due more to the inadequacy of the scoring scheme than real differences in the drawings. Some suggestions are made for improving scoring through coding spatial relationships and verbal responses. Four tables present study findings. (Contains 40 references.) (Author/SLD)

ED 373 773 IR 016 783

Rieber, Lloyd P.
Visualization as an Aid to Problem-Solving: Examples from History.
PUB DATE- 94
NOTE- 38p.; In: Proceedings of Selected Research and Development Presentations at the 1994 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (16th, Nashville, TN, February 16-20, 1994); see IR 016 784.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Creative Thinking; Critical Thinking; Decision Making; Intuition; Learning Strategies; Logical Thinking; Nonverbal Learning; *Problem Solving; Science History; Thinking Skills; *Visualization; Visual Learning; Visual Perception
IDENTIFIERS- Examples; Historical Background; Virtual Reality

This paper presents a historical overview of visualization as a human problem-solving tool. Visualization strategies, such as mental imagery, pervade historical accounts of scientific discovery and invention. A selected number of historical examples are presented and discussed on a wide range of topics such as physics, aviation, and the science of chaos. Everyday examples are also discussed to show the value of visualization as a problem-solving tool for all people. Several counter examples are also discussed showing that visualization can sometimes lead to erroneous conclusions. Many educational implications are discussed, such as reconsidering the dominant role and value schools place on verbal, abstract thinking. These issues are also considered in light of emerging computer-based technologies such as virtual reality. (Contains 17 references.) (Author/JLB)

Library Program (see ED 360 990). For related bibliographies, see IR 055 149-154.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Braille; *Childrens Literature; Cooks; Elementary Education; Fiction; *Food; Media Adaptation; Nutrition; Preschool Education; Reading Materials; State Libraries; Summer Programs; *Talking Books; Visual Impairments
IDENTIFIERS- Cook Books; Florida

This annotated bibliography comprises an alphabetical listing of 26 books about food and cooking available in special formats. The list contains books about how food is made, stories about food, books about people who work with foods, and cookbooks. The reading levels of the books range from preschool through junior high school. Formats included in the bibliography are cassette books; braille books; and recorded discs. Each entry contains author (if available); title; annotation; and grade level. Also included are a title index and an order form. (JLB)

ED 373 796 IR 055 157

BIS Handbook: An Organizational Manual & Directory. 1993-1994.
PUB DATE- 94
NOTE- 32p.; For the 1990-1991 edition, see ED 333 868.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Committees; Guidelines; Higher Education; *Library Associations; *Library Instruction; *Organizational Objectives; Research Libraries; Strategic Planning
IDENTIFIERS- *Association of College and Research Libraries

This guide of the Bibliographic Instruction Section (BIS) of the Association of College and Resource Libraries (ACRL) serves as the organizational handbook and directory of BIS officers and committee members. The handbook opens with a description of the organizational structure of BIS. BIS is composed of an Executive Committee, an Advisory Council, and various standing committees, ad hoc committees, and task forces. The procedural information of the BIS includes the organization bylaws and the responsibilities of the officers, committee chairs, committee members, and interns. The 1992-1993 BIS Strategic Plan consists of the mission statement, strategic management directions, and goals and objectives. Descriptions of the 21 standing and ad hoc committees, together with names of members, are presented. Finally, an alphabetical listing of officers, committees, and task force members is included. (JLB) mentality, distrust between faculty and trustees, budgetary constraints, legal accountability remaining with the board and administration, and lack of faculty understanding and interest impeded the strengthening of the faculty role in academic and professional matters; (4) senate presidents indicated that faculty were relied upon in decision making in matters of curriculum, grading policies, and degree and certificate requirements, but felt that processes for institutional planning and budgeting were still under administrative control; and (5) both groups perceived recent increases in faculty involvement. The survey instruments are included. Based on study findings, recommendations were developed for managing the evolutionary process of shared governance more effectively. (KP)

ED 373 817   JC 940 466

Browne, Joseph, Ed.
The AMATYC Review. Volume 15, Numbers 1-2, Fall 1993-Spring 1994.
PUB DATE- 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Community Colleges; Computer Simulation; Functions (Mathematics); Linear Programming; *Mathematical Applications; *Mathematical Concepts; Mathematical Formulas; *Mathematics Instruction; Mathematics Teachers; Technical Mathematics; Two Year Colleges

Designed as a avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education, and regular features presenting book and software reviews and math problems. Volume 15 includes the following articles: "Two Mollweide Equations Detect Triangles," by David E. Dobbs; "Using Recursion To Solve a Probability Problem," by Thomas W. Shilgalis and James T. Parr; "Calculus to Algebra Connections in Partial Fraction Decomposition," by Joseph Wiener and Will Watkins; "Guidelines for the Academic Preparation of Mathematics Faculty at Two-Year Colleges: A Report of the Qualification Subcommittee of AMATYC"; "Fractals and College Algebra," by Kay Gura and Rowan Lindley; "Using Computer Technology as an Aid in Teaching the Introductory Course in Quantitative Methods," by Joseph F. Aieta, John C. Saber, and Steven J. Turner; "Summing Power Series by Constructing Appropriate Initial Value Problems," by Russell J. Hendel and John D. Vargas; "Simpson's Paradox and Major League Baseball's Hall of Fame," by Steven M. Day; "The Ubiquitous Reed-Solomon Codes," by Barry A. Cipra; "Predicting Grades in Basic Algebra," by Elsie Newman; "Why Do We Transform Data?" by David L. Farnsworth; and "Student's Perceptions of Myths about Mathematics," by Victor U. Odafe. (KP)

attendance, and a final project. For the final project, each student or group must synthesize the ideas covered in the course, using audio-visual aids and without reading from a prepared text. Only 15 students may enroll in the class, however seminars are open to all students and community members. By the end of the semester, the line between instructor and student has blurred and students become active, involved handlers of ideas rather than passive receivers of facts. Sample reading assignments are attached. (KP) technology programs. The first section presents a brief portrait of the three programs, describing their recent development and conditions which affect their evaluation. The second section presents the Commission's suggested evaluation process, indicating that the four-step process is based on criteria developed in the general guide and asks institutions to describe their current situation; present an assessment; list suggestions for improvement; and provide an overall evaluation based on the Commission's criteria. This section also describes the preparation of the self-evaluation report, indicating that the report should contain a program description, a description of the evaluation process, results of the self-evaluation, as well as supporting documentation. The final section provides worksheets containing questions to be answered in the format they should be presented for the following five general criteria: (1) program relevance; (2) program coherence; (3) the value of teaching methods and support of students; (4) adequacy of human, material, and financial resources; and (5) overall program effectiveness. Appendixes include lists of Commission Expert Advisory Committee members and institutions authorized to offer the computer science programs in 1993-94. (KP)

IDENTIFIERS · Developmentally Appropriate Programs; England; Wales

This ongoing study is designed to examine the quality of early childhood education in England and Wales, identifying key aspects of professional ability crucial to the quality of children's learning. It also seeks to generate criteria for promoting the development of these aspects of professional ability and to develop consequent criteria for improving professional practice in early years education. Activities undertaken during the first year of this project include: (1) development of a survey questionnaire to examine the provision of early childhood education; (2) use of this questionnaire to assess early years education in England and Wales; (3) interviews of administrators of early childhood programs; and (4) case studies of several programs in the London area. Preliminary results of the survey, interviews, and case studies include the following findings: (1) less than 20% of practitioners for children under 8 years held a bachelor's degree in education; (2) only a quarter were initially trained for working specifically with 3- to 8-year-olds; (3) the quality of staff, effective partnerships with parents, and effective environment for learning were cited as the most significant factors supporting development of an age-appropriate curriculum; and (4) knowledge of child development was cited as the most influential factor in professional development of practitioners who work with children under 8 years. (Six appendixes include copies of the pilot and evaluation questionnaires, a summary of feedback from evaluation questionnaires, the final survey questionnaire, and standard guidelines for structured interviews.) (MDM).

parental beliefs and practices are associated with the performance difference, if one exists. A total of 40 Chinese-American preschoolers and kindergartners and 40 Caucasian-American preschoolers and kindergartners were given the Test of Early Mathematics Ability-2 and the Draw-A-Person Test, along with visual discrimination, spatial relations and name writing tasks. Parents were interviewed and given a questionnaire on demographic information and educational attitudes. The results indicated that Chinese-American young children were more advanced in their drawing and handwriting than were Caucasian-American children. It was also found that Chinese-American parents set aside more time each day for the child to focus on fine muscle activities than did Caucasian-American parents. (MDM)

Canada have increased 34% since 1981, and single parents have lower incomes than other parents. "Through the Looking Glass at Canada's Middle Class" (Sandra Boyle) argues that a longer range view is needed and suggests middle-income Canadians have the most to gain from a new economy based on knowledge, technology, and new industries, especially workers who can master new skills. (TM)

ED 373 909   PS 022 663

Theilheimer, Ish, Ed.
Tomorrow's Families: Triumph of the Individual or Sharing the Caring? (Les familles de demain: Triomphe de l'individu ou partage des soins a donner?).
PUB DATE- Sep 93
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Child Abuse; Community Programs; Demography; *Dual Career Family; *Extended Family; *Family (Sociological Unit); Family Programs; Family Size; *Family Structure; Foreign Countries; Heads of Households; *One Parent Family; Population Trends; Social Change; Sociocultural Patterns
IDENTIFIERS- Canada; Demographic Review (Canada)

This theme issue of the Canadian newsletter "Transitions" in both English and French explores the question of the future of families in a period of broken marriages, difficult times, and an obsession with individual success and materialism. "Families of the Future: New Ways to Do the Same Old Things," summarizes the findings of Canada's Demographic Review, which for 6 years conducted research on the shape of Canadian society. The article discusses the implications of many trends, including the rise of single parent families, the increase of family members in the labor force, and the aging of the population. "Brave New Families in the Second North American Family Revolution," (Judith Stacey), describes a new family revolution observed through a more intensive and personal kind of research, noting the wide diversity of family and household arrangements. "Child Abuse and Neglect," (Kathy Eisner) summarizes "Child Abuse and Neglect Prevention Programs," published by the Vanier Institute of the Family, which notes that although researchers are not agreed on a single cause of child abuse and neglect, an impressive range of preventive programs has emerged. Finally, an annual review of Vanier Institute activities and publications for 1992-93 is included. (TM)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Distance Education; *Educational Needs; *Educational Practices; Educational Resources; Elementary Secondary Education; Financial Support; *Rural Schools; Rural Urban Differences; *School Districts; State Surveys; Telecourses
IDENTIFIERS- *Pennsylvania

This report provides Pennsylvania state legislators and educators with policy-relevant information about the distance learning needs of rural Pennsylvania school districts. Two surveys, covering rural and urban-suburban Pennsylvania school districts, examined distance learning programs and technologies currently being used and the possibility of creating rural-urban distance learning partnerships. In addition, 29 state departments of education provided information on their states' distance education practices, and relevant areas of the Pennsylvania School Code were examined to determine the impact of state policies on development of distance learning. While the majority of rural school districts used distance learning programs in foreign languages and higher mathematics, many districts indicated needs for distance programs in those areas, as well as in the sciences, gifted education, and advanced placement study. Rural administrators indicated that their greatest need was financial aid, followed by faculty training, technical assistance, administrator training, and facility changes. Most administrators wanted to use noncertified personnel as classroom facilitators, which is current practice in 26 of the 29 states surveyed but forbidden by Pennsylvania state policy. This report includes recommendations that fall into four distinct categories: state government, the state department of education, organizations critical to programming delivery, and rural school issues. Appendices describe programming resources related to audiographics, cable television, computer on-line information networks, foundation-supported programming, instructional support centers, public television, satellite programs, software, videocassettes, and consultants; and funding resources from corporations and government agencies. (SV)

Middle School Story" is about how Rochester's ongoing change from a junior high school to a middle school affected the school's participation in the MSC project; and (4) "Adjusting an NSF Project to a School Community" is about the struggle between the local autonomy of a truly collaborative school community and a tightly structured project designed to improve middle school mathematics and science curriculum. Contains 17 references. (MKR)

ED 373 968 SE 054 559

Stacey, Kaye
Calculators in Primary Mathematics: An Analysis of Classroom Activities.
PUB DATE- Apr 94
NOTE- 18p.; For related papers, see SE 054 523 and SE 054 560. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; *Class Activities; Elementary Education; *Elementary School Teachers; Foreign Countries; *Mathematics Instruction; Observation; *Teacher Attitudes; Use Studies
IDENTIFIERS- Australia (Melbourne); *Calculators in Primary Mathematics Project; *Role of Technology

The Calculators in Primary Mathematics Project was a long-term investigation into the effects of the introduction of calculators on the learning and teaching of primary mathematics. The Australian project commenced with children who were in kindergarten and grade 1 in 1990, moving up through the schools to grade 4 level by 1993. Children were given their own calculators to use when they wished, while teachers were provided with some systematic professional support. Over 60 teachers and 1,000 children participated in the project. This paper examines the type of classroom activities chosen by teachers. It describes the types of uses of the calculator that have become an established part of new teaching practices. Categories of use were derived from a variety of informal observations and a formal observation schedule used with a random sample of teachers (n=11). Three major functions for the calculator were common: for recording, for counting, and for operating arithmetically on numbers. Contains 16 references. (MKR)

Junior High Schools; *Mathematical Applications; Mathematics Curriculum; *Mathematics Instruction; *Measurement Techniques; Middle Schools; Worksheets
IDENTIFIERS- *Connections (Mathematics); Mathematics Activities; Measurement Student Activities; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

This document presents activities that focus on learning measurement as it is used in the real world. The investigative approach used in these activities is designed to encourage middle-school students to explore ways of approaching real-life problems, to discover patterns, and to make and test hypotheses. These activity-oriented explorations are geared toward strengthening students' higher-order thinking skills and estimation. The 24 activities are clustered around three themes: estimating and measuring, discovering patterns and logical connections to create measurement formulas, and making connections through interdisciplinary measurement activities. Each cluster of investigations includes teacher notes with objectives and materials, easily duplicated activity sheets, and suggestions for integrating technology and alternative assessment. (MKR)

ED 373 991 SE 054 760

Curcio, Frances R.; And Others
Understanding Rational Numbers and Proportions. Curriculum and Evaluation Standards for School Mathematics. Addenda Series, Grades 5-8.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Fractions; Intermediate Grades; Junior High Schools; *Mathematical Applications; Mathematics Curriculum; *Mathematics Instruction; Middle Schools; *Number Concepts; Rational Numbers; *Ratios (Mathematics); *Transformations (Mathematics); Worksheets
IDENTIFIERS- *Connections (Mathematics); Mathematics Activities; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics); Similarities; Similar Triangles

This document presents activities for use by middle school teachers which show how rational numbers and proportions are present in many real-world situations, including the collection and analysis of fractions, ratios, percents, and proportions, as well as rational number connections with geometry and similarity. The activities are divided into three content clusters: exploring and extending rational number concepts, applying rational number and proportion concepts, and making rational number connections with similarity. Each activity includes teacher notes on materials needed, teaching suggestions, lesson extensions, and ideas for integrating technology and alternative assessment. (MKR) education theory and practice; and (2) Science education for students at all levels of the educational spectrum. This paper focuses on some of the more apparent ways that wider inclusion and representation among women of color in science education may affect these two fronts. The outcome of critical scrutiny regarding the influence of both gender and ethnicity on science education curricula may serve to increase participation and persistence among students in science or science education careers. In addition, investigations of this sort may ultimately yield methods for recruiting and retaining more women of color in science and science education; women grounded in the experiences of others who have successfully met the rigor and institutionalized biases that face ethnic minorities in science. Contains 13 references. (Author)

ED 374 014 SE 054 954

Thompson, Patricia J.
Ellen Swallow Richards (1842-1911): Ecological Foremother.
PUB DATE- 5 Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ecology; Elementary Secondary Education; Environmental Education; Feminism; Science and Society; *Science History; Scientists; *Sex Bias; *Womens Education; Womens Studies
IDENTIFIERS- Gender Issues; *Human Ecology; *Richards (Ellen Swallow)

Most educated women (in the sciences and other fields) still have a hard time discarding the patriarchal socialization and pressures in their own fields which prevent them from seeing this extraordinary woman as an environmental pioneer and ecological foremother. Ellen Swallow Richards merits attention and respect as a foremother of what would become the environmental movement, perhaps even foreshadowing ecofeminism. Richards' scientifically-grounded environmentalism was the outgrowth of "Yankee frugality," of lessons learned as the classically educated daughter of a small-town farmer and storekeeper, of her exposure to astronomer Maria Mitchell as a role model during her collegiate years at Vassar, of her ongoing research at MIT in air, water, soil, and food, and of her work as an industrial chemist and women's educator. Her efforts can be compared to the efforts of contemporary women scientists and feminist scholars to reconceptualize the sciences. (LZ)

ED 374 035 SO 024 264

Blumberg, Herbert H.

Perception and Misperception of Others: Social-Cognition Implications for Peace Education. Educational and Psychological Interactions. No. 115.

PUB DATE- Nov 93
NOTE- 26p.; Supported in part by a grant from the Niwano Peace Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attribution Theory; Elementary Secondary Education; Foreign Countries; Higher Education; *Interpersonal Relationship; Personality Theories; *Social Cognition; *Stereotypes
IDENTIFIERS- *Peace Education

This document discusses person perception or social cognition, as it affects relationships between people and nations. An important part of living together in harmony is for people to be able to perceive each other accurately, for individuals to understand one another's values, customs, goals, and resources. The need for accurate and sympathetic understanding among parties is true at the international and intercultural levels as well as interpersonally. Topics in social cognition that may be adapted for peace education include: (1) the nature and use of categories; (2) dimensional analysis of social interaction; (3) cognitive consistency; (4) prototypes and stereotypes; and (5) two-stage theories of inference-making. Additional topics, considered briefly, are: attributional analysis, biases in attributions, heuristics, and implicit personality theory. For each topic, an exercise relevant to peace education is described. Better understanding of the principles of social cognition and attendant biases can help in structuring a more peaceful and just world. Given both the challenges and opportunities in the world today the seemingly intractable conflicts in some places, and the need to nurture newly emergent democratic ideals in others, it is important to stress both prevention and cure of hostility. At least one facet of prevention of bias, and in the reinforcing of a meaningful and just peace, is to facilitate knowledge about the perceptual origins of at least some forms of bias and misunderstanding. Contains 30 references. (Author/DK)

to understand the connections between the world and Estonia; (4) to respect and obey the laws of the Republic of Estonia; (5) to possess the ability to speculate independently, to understand the reality and trends of social policy, of intellectual and political life of Estonia, and to recognize the need for openness, and human and democratic order of life; and (6) to be able to understand the changes in the society, and to realize one's role in it. The civic education curriculum of the basic school for the 9th form is divided into 35 lessons in five areas. The curriculum for the 12th form consists of 70 lessons in two areas. The first focuses on society from the aspects of political, social, and cultural life. The second discusses the economy of societies and the contemporary world. (DK)

ED 374 055 SO 024 444

Bibliography of Assessment Alternatives: Social Studies. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Critical Thinking; Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; History Instruction; *Performance Factors; *Social Studies; *Student Evaluation; Testing Programs
IDENTIFIERS- California; Kentucky; Maryland; Texas; Utah

This document describes the holdings of the Test Center of the Northwest Regional Educational Laboratory as of April 1994 in the area of assessment alternatives in social studies. The bibliography lists 45 entries about such subjects as portfolio assessment, diploma examinations, performance criteria, performance assessment models, integrating assessment and instructions, assessment as theater, project fairs, history and geography assessment, setting national content standards, and student responses to testing. A list of index codes to the document is included for type, purpose for the assessment, grade levels, content covered, type of tasks, skills assessed, and type of scoring. A three page bibliography concludes the document. (DK) substitute teachers, some alternative suggestions for improving substitute teaching were identified. Based upon these findings, a list of suggested guidelines for improving the teaching experience of secondary education substitutes is appended. (Contains 17 references.) (LL)

ED 374 076 SP 035 213

Woloszyk, Carl A.; Hill, Robert
Restructuring Teacher Preparation: Seminar and Related Activities within a Secondary Professional Development School.
PUB DATE- Feb 94
NOTE- 54p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Principles; Educational Research; *Education Courses; Higher Education; High Schools; Preservice Teacher Education; *Professional Development Schools; Questionnaires; Seminars; *Student Teacher Attitudes; Student Teachers; Student Teaching; *Teacher Education Curriculum
IDENTIFIERS- Holmes Group; Western Michigan University

Results are reported from a study of 21 student teachers (interns) enrolled at Western Michigan University during 1993. Data were collected from the interns via a 60-item questionnaire. Eight of the subjects were assigned to a secondary professional development school (PDS) for their student teaching internship and were enrolled in a redesigned education seminar, structured to complement the PDS internship, which stressed reflection inquiry into the intern's teaching practice. The weekly seminar was held at the PDS during the school day. The remaining subjects participated in standard seminars and completed their internship in a non-PDS secondary school. The first major purpose of the study was to investigate perceptions among the interns regarding the six design principles for professional development schools, which emerged from the Holmes Group. The second purpose was to assess the effectiveness of the redesigned seminar, which is a requirement of the student teaching internship. Findings indicate that both groups of student interns felt that their seminars increased understanding of teaching concepts and principles. Statistically significant differences between the two groups were found for some of the items related to PDS principles, although a majority of the student interns generally supported the beliefs underlying PDS design principles. There was some evidence of differences in beliefs between researchers and interns over at least one design principle (creating a new institution). The four appendices include summaries of the data collected, the data collection questionnaire, a course outline for the redesigned seminar, and several worksheets used in the course. (IAH)

ED 374 077 SP 035 214

Benton, Gary J.; Richardson, Gloria D.
A Professional Development School's Impact on Student Teachers' Attitudes.
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Classroom Techniques; Elementary Secondary Education; Higher Education; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Student Relationship
IDENTIFIERS- Mississippi; State University Meridian

The purpose of this study was to determine if student teachers' attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers (Spring 1992 and Spring 1993) were compared using the Mississippi Student Teaching Attitude Inventory (MSTAI) constructed by Benton and Richardson (1990). Each group consisted of 35 students. A one-way analysis of variance revealed significant differences for 7 of the 38 items. These items consisted of the following statements, to which students responded using a Likert scale: "I enjoy teaching"; "My student teaching responsibilities do not restrict my nonprofessional responsibilities"; "I feel that I am prepared to teach"; "I feel prepared to meet the needs of individual learners"; "My students regard me with respect and have confidence in my professional ability"; "My students have the opportunity for enrichment activities daily"; and "Using more than two teaching methods during a class period is not difficult." Implications for the use of the MSTAI include: longitudinal group comparisons, restructuring of courses and programs, and utilization of findings to implement further professional development opportunities and changes. (Author/IAH)

ED 374 078 SP 035 215

Jensen, Rita A.; Shepston, Therese J.
Combining Professional Development Plans and Portfolios for Use in Preservice Teacher Education: Early Childhood and Elementary Education Perspectives.
PUB DATE- Feb 94
NOTE- 21p.; Appendices A-D, referenced on page 8, are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Education Courses; Education Majors; Elementary Education; *Evaluation Methods; Higher Education; Methods Courses; *Portfolios (Background Materials); Preservice Teacher Education; Professional Development; *Self Evaluation (Individuals); *Student Educational Objectives; *Student Evaluation; Teacher Evaluation
IDENTIFIERS- *Preservice Teachers; *Teacher Development

The main objectives of this study were to combine professional development plans and portfolios for use in undergraduate teacher education courses and to assess the effectiveness of

ED 374 095 SP 035 417

Harrington, Diane, Comp.; And Others
Authentic Teaching and Assessment: Policy and Practice. Examples from the Field. Annual National Center for Restructuring Education, Schools, and Teaching Affiliates' Meeting (2nd, New York, New York, March 19, 1993).
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- May 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; Educational Policy; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Integrated Activities; Interdisciplinary Approach; Portfolios (Background Materials); *School Restructuring; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Authentic Assessment

The second annual Affiliates' meeting of the National Center for Restructuring Education, Schools, and Teaching brought together 200 people to examine authentic teaching and assessment practices and policies. Nine presentations from the meeting are compiled in this document, illustrating different approaches to developing alternative assessment initiatives in a variety of school settings. Papers include: "The Four Seasons Project: Authentic Assessment in Two New York City Alternative Schools" (Loretta Brady and Julia Cohen); "Assessing Elementary School Children in Mathematics" (Lucy Mahon); "Ethics in the Interdisciplinary Classroom" (Essie Abrahams-Goldberg, Zachary Rubin, and Maria Arguello); "Portfolio Assessment: A Case Study from the Educational Video Center Documentary Workshop" (Steven Goodman, Pam Sporn, and Bill Tally); "Integrating Instruction and Assessment at the International High School" (Anthony DeFazio and David Hirschy); "Developing Authentic Teaching and Assessment: A Case Study of the Nyack Public Schools" (Fred Freelow, and others); "Planning Backwards from Exhibitions" (Joe McDonald); "A Look at the Multiple Forms of Evidence Study: Lessons Learned" (Janet Price, and others); and "Criteria for Scoring the Authenticity of Assessment Tasks" (Fred Newmann). (JDD)

ED 374 096 SP 035 418

Sprouse, Jenifer L.; Webb, Jamie E.
The Pygmalion Effect and Its Influence on the Grading and Gender Assignment on Spelling and Essay Assessments.
PUB DATE- 1 May 94
NOTE- 63p.; Master's Thesis, University of Virginia. Handwritten essays and spelling lists in appendixes may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; *Essays; Grade 4; Grade 8; *Grading; *Handwriting; Intermediate Grades; Junior High Schools; Public Schools; Secondary School Teachers; Self Fulfilling Prophecies; *Sex Bias; *Spelling; Student Evaluation; *Teacher Expectations of Students; Writing (Composition)
IDENTIFIERS- Expectancy Theory; Virginia (Central)

ED 374 115 SP 035 446

Rajeshwari, Raghu
Preparing Teachers for Gender Politics in Germany: The State, the Church, and Political Socialization.
PUB DATE- Jun 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, February 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Conservatism; Females; Feminism; Foreign Countries; Higher Education; Liberalism; Males; *Political Socialization; *Preservice Teacher Education; Sex Bias; Sex Discrimination; *Sex Fairness; *Student Attitudes
IDENTIFIERS- *Gender Issues; Germany; *Political Action; Preservice Teachers

This study was conducted to examine how teachers develop their orientations to and strategies for addressing existing gender relations. Under investigation were the messages preservice teachers encountered in a Catholic Church-sponsored, State-regulated teacher education program in Bavaria, and the processes involved in students' political socialization and preparation for playing active or inactive roles in the politics of gender. Germany as the research setting is important because the system has always discriminated against women. Data were collected using ethnographic methods--involving observations and interviews conducted with 45 male and female preservice teachers. According to the data analysis, preservice teachers entered the program with preconceived notions of gender relations derived from the way they had been socialized previously--both at home and in schools. Twenty-one students were categorized as conservatives, 12 as liberal feminists, and 9 as radical feminists. The main body of the document discusses: prospective teachers' conceptions of gender relations; plans for political action by conservatives, liberal feminists, and radical feminists; messages about gender relations encountered in the teacher education program; and the program's influence on students' perspectives and orientations. (Contains approximately 50 references.) (LL)

ED 374 116 SP 035 454

Niederhauser, Dale S.; Stoddart, Trish
Teachers' Perspectives on Computer-Assisted Instruction: Transmission versus Construction of Knowledge.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, February 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behaviorism; *Computer Assisted Instruction; *Computer Software Selection; *Constructivism (Learning); Courseware; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; State Surveys; *Teacher Attitudes; *Teaching Methods

This study was conducted to examine how teachers' beliefs about computer-assisted instruction (CAI) relate to the types of

ED 374 134 TM 021 989

Bobbitt, Sharon A.; And Others
Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1991-92. Schools and Staffing Survey (SASS). E.D. Tabs.
PUB DATE- May 94
NOTE- 104p.; For the 1988-89 survey, see ED 335 411.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Change; Elementary Secondary Education; Followup Studies; Labor Market; *Labor Turnover; National Surveys; *Occupational Mobility; *Persistence; Private Schools; Public Schools; *Teacher Characteristics; Teachers; Teacher Supply and Demand; *Teaching (Occupation)

In this report, tabulations on the characteristics of movers, leavers, and stayers present data from the 1991-92 Teacher Followup Survey (TFS), a followup of a sample of public and private school teachers who responded to the 1990-91 Schools and Staffing Survey (SASS). Data include characteristics of teachers who left the profession between the school years 1990-91 and 1991-92 (leavers), teachers who changed schools (movers), and teachers who stayed at the same school (stayers). The attrition rate from the teaching profession between the school years 1990-91 and 1991-92 was 5.1% in public schools and 12.3% in private schools, rates that do not differ from attrition rates between the years 1987-88 and 1988-89. Teacher attrition did not vary by field but varied by age, with the rates in the under-30 age category 7.5% and 18.9% for public and private school teachers, respectively. Teachers who stayed in the same schools generally felt that higher salaries or better fringe benefits would be the most effective step in encouraging teachers to remain in teaching. Fifteen tables present survey findings and three appendixes contain 15 standard error tables and the followup questionnaires for current and former teachers. (SLD)

ED 374 135 TM 021 990

Paulu, Nancy
Improving Math and Science Assessment. Report on the Secretary's Third Conference on Mathematics and Science Education (Washington, DC, September 20-21, 1993).
PUB DATE- Jun 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Educational Change; Educational Improvement; Educational Policy; Educational Research; Elementary Secondary Education; *Mathematics; Parent Role; Policy Formation; Principals; *Sciences; Standards; *Student Evaluation; Student Role; Teacher Role; *Test Use
IDENTIFIERS- Alternative Assessment; *Performance Based Evaluation; Reform Efforts

The third conference on improving mathematics and science assessment brought together more than 550 educators, researchers, and policymakers. Recommendations and information from the conference are incorporated into this report.

ED 374 155 TM 022 084

Schratz, Mary K.
Recommendations for the Measurement of Organizational Climate.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; Correlation; Decision Making; Foreign Countries; *Job Performance; Job Satisfaction; Literature Reviews; *Measurement Techniques; *Meta Analysis; *Organizational Climate; Prediction; *Supervision

This study provides recommendations for the measurement of organizational climate based on relationships between organizational climate and job performance and satisfaction. A search of climate studies was conducted in the business and psychology literatures, and meta-analyses of correlations with performance and satisfaction were performed (16 studies). Results indicate that the following climate dimensions serve as predictors of job performance and satisfaction: (1) supervisory style, (2) decision-making, (3) coworker relations, (4) risk, and (5) reward. Additional predictors of satisfaction are employee competence, pressure, task characteristics, and responsibility. Recommendations are made for the development of climate surveys. Five tables illustrate the discussion. (Contains 26 references.) (Author/SLD)

ED 374 156 TM 022 085

Wood, Phillip
A Secondary Analysis of Claims Regarding the Reflective Judgment Interview: Internal Consistency, Sequentiality and Intra-Individual Differences in Ill-Structured Problem Solving.
PUB DATE- Apr 94
NOTE- 91p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; Higher Education; *Individual Differences; Interviews; Longitudinal Studies; Meta Analysis; Models; Outcomes of Education; *Problem Solving; *Scoring
IDENTIFIERS- Confirmatory Factor Analysis; *Internal Consistency; Problem Structure; Rater Reliability; *Reflective Judgment Model; Sequential Analysis

The Reflective Judgment Model and associated interview (RJI) (Kitchener and King, 1981) measure the ability of individuals to reason about ill-structured problems. It has gained popularity as a measure of college outcomes associated with postsecondary education. This study examines general claims for the model made from existing data from 15 of 25 studies of the RJI, representing 1,334 subjects and 4 of 5 available longitudinal studies. About 0.3% of scores were found to have coding or clerical errors or to have been incorrectly read into statistical programs. Discrepant definitions of rater agreement were found for some studies, making it difficult to interpret reported agreement rates. An improved scoring system is

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Authors; Black Culture; *Black Literature; *Black Youth; Childrens Literature; Cultural Influences; *Educational Needs; Elementary Secondary Education; *Literature Reviews; Research Methodology; Social Change; Theories
IDENTIFIERS- African Americans; *Afrocentrism

This three-part study uses Afrocentric theory and a multidimensional method to synthesize and apply selected theories and research presented in the past two decades to define and address the broad instructional needs of African-American children. The overall educational impact of this social and cultural movement was assessed by extracting Afrocentric paradigms, identifying common cultural and aesthetic references, and determining whether there was an increasing Afrocentric consciousness in post-1960s creative and pedagogical literature. In the second part of the study, common Afrocentric paradigms were drawn from literature that offer prescriptions for addressing educational needs and "saving the African American child." These paradigms were subsequently translated into questions to be used as guidelines for evaluating and teaching black literature to elementary and secondary school students. Following the second and third chapters, which present overviews of the African-American literacy tradition and the evolution of Afrocentric literature for children, instructional models are appended for each instructional level. Grade-appropriate books by African-American authors were analyzed using Afrocentric paradigms as guidelines. Finally, each author was "located" to determine his or her historical, cultural, and geographical centrism. Appendixes contain a 108-item bibliography and lists of authors and recommended books for each instructional level. (GLR)

ED 374 177 UD 030 041

White, Stephen Earl
Factors That Contribute to Learning Difference among African American and Caucasian Students.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Black Students; *Cognitive Processes; Cognitive Style; *Cultural Differences; Elementary Secondary Education; *Individual Differences; Learning Processes; Learning Theories; Literature Reviews; Student Characteristics; Student Needs; Success; Teaching Methods; *White Students
IDENTIFIERS- *African Americans

This report examines the learning styles of Caucasian and African-American students. While research supports the claim that low academic achievement is prevalent in the minority community, there is no consensus regarding the causes. There are two schools of thought that involve (1) the cognitive deficit or genetic cause, and (2) the cultural deprivation theory related to cultural poverty. Research shows that middle-class Caucasian students perform better in school than middle-class African Americans. It also shows that students who are field independent, which is the modality of teachers, receive higher grades. Most African-American students are field dependent. Field-independent learning reflects academic curricula, IDENTIFIERS- Congress 103rd

The Committee on Natural Resources reports on Bill H.R. 4034 to amend the Urban Park and Recreation Recovery Act of 1978 to authorize grants for the expansion of recreation opportunities for at-risk youth in urban areas with a high prevalence of crime and for other purposes. The Committee reports favorably on the Bill, with an amendment, and recommends its passage. The amendment stresses that well-maintained recreational facilities and services have been shown to decrease the incidence of violent crime among youth and to improve the quality of life for urban residents. Selection criteria for grants are defined, and how Park and Recreation Action Recovery Programs must coordinate recreation and crime-prevention efforts is reviewed. The historical background of the Bill is summarized. (SLD)

ED 374 198 UD 030 079

Hearing on H.R. 6, School Safety, Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (June 22, 1993).
PUB DATE- 94
NOTE- 74p.; Serial No. 103-70.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Facilities Improvement; Elementary Secondary Education; Federal Aid; *Federal Legislation; Hearings; Program Development; *School Safety; School Security; *Urban Schools; *Violence
IDENTIFIERS- Congress 103rd; Elementary Secondary Education Act

As part of its consideration of the reauthorization of the Elementary and Secondary Education Act, the House Subcommittee on Elementary, Secondary, and Vocational Education met to address the need to maintain schools as safe learning environments. The Safe Schools Act of 1993 had been introduced as the administration's effort to help deal with violence in the schools. The first speaker, Madeleine Kunin, Deputy Secretary of Education, described the Safe Schools Act. The Act would authorize $175 million in the first two years to be targeted to local education agencies with the greatest demonstrated needs. Additional statements were presented by (1) Bernard James, Professor of Law at Pepperdine University; (2) Michael Beard of the Coalition to Stop Gun Violence; (3) Douglas Holmes of the Fairfax County (Virginia) public schools; and (4) Susan Cooper, instructional aide in a Head Start program. Prepared statements of these speakers and other respondents are attached. (SLD)

ED 374 199 UD 030 080

MacDonald, Mia
Reinventing Systems;: Collaborations To Support Families. California, Colorado, New Mexico, West Virginia.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- *Cooperation; *Educational Change; Educational

this practice in two independent but related efforts. Participants in this study included 70 preservice teachers who were enrolled in either a 300 level early childhood education course or a 200 level teaching strategies course. Results suggest that professional development plans and portfolios can be combined successfully and utilized effectively in teacher preparation--at least in the particular contexts of this study. The majority of the portfolios which students developed to document achievement of their self-selected goals included relevant supporting materials, accurate assessments of their work, and clearly articulated reflections regarding their progress and growth. Student comments revealed that they found the experience of developing professional development plans and completing portfolios beneficial. In addition, the instructors observed that the combination of these two concepts provided teacher education students with a point of focus for their professional development, as well as with a method for documenting achievement in the areas designated by their goals. (Author)

ED 374 079   SP 035 216

Cooper, Arnold
From Cooperation to Collaboration: The Making of a University-School District Partnership.
PUB DATE- 94
NOTE- 17p.; Occasional broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; *Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; *Program Development; School Districts; *Teacher Role
IDENTIFIERS- *DePauw University IN; *Lawrence Township Metropolitan School District IN; Teacher Development

A collaboration called PACE (Professional Alliance for Collaborative Education) was formally initiated between the DePauw University (Indiana) department of education and the Metropolitan School District of Lawrence Township (MSDLT), located in suburban Indianapolis. The purposes of PACE are: (1) to improve the training of preservice teachers; (2) to provide staff development for experienced and inexperienced public school teachers; (3) to provide faculty development for DePauw University professors working with prospective teachers; and (4) to create a new professional role for experienced, exemplary public school teachers by involving them more directly in teacher education. The collaborative was intentionally initiated by the executives of both the university and the school district, and a plan was drafted by a representative committee. The formalizing stage produced three springboards which defined the relationship between the university and the school district: the PACE document, a memorandum of understanding, and the recommendations of the collaboration teams. The third stage focused on specific initiatives: (1) a number of Lawrence Township minority students would attend DePauw's Summer Options program; (2) several MSDLT faculty would be invited to the summer fine arts institute; (3) MSDLT teachers would provide inservice training for student teachers; and (4) a DePauw department of education faculty member would conduct training on multicultural

This study investigated the teacher expectancy effects (also called Pygmalion effects) on the grading of both fourth-grade spelling tests and eighth-grade essay tests by 19 teachers in central Virginia public schools. Spelling tests contained the same five misspellings, but differed in the legibility and gender of the sample. The essays varied with regard to content, gender, and handwriting style. The teachers graded the spelling lists for the number of errors, assigned a gender to the sample, and assigned a letter grade to each essay. Results indicated that illegible spelling test samples received both a lower grade and a higher number of errors than did the legible samples. Conversely, legible spelling test samples were scored with fewer errors than they actually contained. Strong essays in the legible condition received a mean score of 93.8, while the same essays in the illegible condition received a mean score of 75.3, showing that appearance played a large role in the papers' scores. The strong illegible essays received lower grades than weak essays in legible handwriting. Results support the theory that there is a Pygmalion effect for handwriting. Teachers exhibited gender biases in regard to handwriting styles, with illegible handwriting attributed to a male more often than to a female. Appendixes contain the spelling tests and the essay samples submitted to the teachers for assessment. (Contains 21 references.) (JDD)

ED 374 097 SP 035 419

Bray, Phyllis P.; Ousley, Mary Jane
Managing the Middle School Classroom. A Teacher's Guide.
PUB DATE- 90
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Early Adolescents; Elementary School Teachers; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Participation; Secondary School Teachers; *Student Behavior; *Student Characteristics; Teacher Effectiveness; Teacher Responsibility; *Teacher Role; *Teacher Student Relationship; Teaching Guides; Team Teaching

The middle school concept provides for establishing schools which link the early adolescent years between elementary school and high school. This guide provides practical tips and techniques as a means for middle school teachers to meet the demands of the middle school classroom and to learn about this age group. In addition, it helps explore demands of the students, the job, and the relationships the teacher is likely to encounter with parents, peers, and principals. The chapters in this guide address: (1) being an effective team teacher; (2) classroom management; (3) knowing the middle school child; (4) meeting students' individual needs; (5) staying on top of the paperwork; (6) using one's time efficiently; (7) designing flexible lesson plans; (8) developing a good teaching style; (9) maintaining day-to-day discipline; (10) handling major discipline problems; (11) dealing with the at-risk child; (12) enhancing the self-image of students; (13) helping students get through trauma; (14) preparing for the substitute teacher; (15) involving parents in their children's education; (16) surviving stress and burnout; and (17) working with administrators. Contains 34 references. (LL)

ED 374 098 SP 035 420

instructional software they use with students, the types of computer related activities they provide for their students, whether they integrate computer usage with other instructional activities, and whether they had received training in various types of computer usage. Data were collected through a survey mailed to every public elementary, middle, junior high, and high school in one state. A total of 2,170 usable surveys (63 percent) were returned. The questionnaire contained items which focused on: teacher demographics; beliefs about the effectiveness of using computers in instruction; the amount, frequency, and type of CAI teachers engaged in; frequency of use; subject areas for software used; and the types of technology training they had received. According to the data analysis, teachers' beliefs about effective use of technology for instructional purposes can be differentiated into two discrete categories: some teachers believe that computers are tools that students use in collecting, analyzing, and presenting information, while others believe that computers are teaching machines that can be used to present information, give immediate reinforcement, and track student progress. In general, elementary school teachers favored a more transmission oriented view of how computers can be effectively used, while secondary teachers tended to favor a more constructivist view. (Contains 16 references.) (LL)

ED 374 117 SP 035 456

Moore, Alan D.; And Others
The New Teacher Education Program at the University of Wyoming. Final Evaluation Report.
PUB DATE- 30 Jun 94
NOTE- 276p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; Higher Education; *Integrated Curriculum; Mentors; *Program Attitudes; Program Design; Program Evaluation; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- Context Input Process Product Evaluation Model; *Preservice Teachers; University of Wyoming

A new teacher education program implemented at the University of Wyoming in the Fall of 1992, made radical changes in the preexisting program. To take the place of student teaching, the program involves students in field experiences in schools participating as Wyoming Centers for Teaching and Learning. In the Fall of 1993 an in-house formative evaluation of the program was conducted to: (1) examine feedback about how the program was developing as it proceeded from initial implementation toward full implementation over the first few years; (2) provide stakeholders with the opportunity to express their ideas and concerns about the new program; and (3) to build an evaluation component into the teacher education program. The CIPP model was used for a formative evaluation; primary emphases were placed on the input and process parts of the model. Evaluation questions were developed based on individual interviews, focus group interviews, questionnaires, and program documents collected from stakeholders. The report is organized as follows: an evaluation summary; evaluation questions; summary of results; and a summary of questionnaire results. The main body of the document provides detailed survey results on 11 topics which are presented for the College of Education faculty, education students, mentor teachers, and

Conference consensus was that students must recognize that there is more to assessment than grades and scores and begin to see assessment as a crucial and integral part of education. They should assume increasing responsibility for documenting and reflecting on their own progress as they move through school. Parents and the public must hold high expectations for instruction and for student participation. Teachers will hold all students, regardless of their backgrounds, to high standards and will recognize that assessment cannot be separated from learning. Principals and other administrators must oversee the reform of mathematics and science assessment and ensure that the curriculum reflects what we want students to know. An 18-item reading list is attached, and an appendix lists conference participants and sessions. (SLD)

ED 374 136 TM 021 991

de Leeuw, Edith Desiree
Data Quality in Mail, Telephone and Face to Face Surveys.
SPONS. AGENCY- Netherlands Organization for Scientific Research.
PUB DATE- 92
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- *Adults; Comparative Analysis; *Data Collection; Foreign Countries; *Interviews; *Mail Surveys; Meta Analysis; *Research Methodology; Research Problems; Responses; *Telephone Surveys; Training
IDENTIFIERS- *Empirical Research

Three major methods of survey research, face-to-face interviews, telephone interviews, and mail questionnaires, are compared with respect to the quality of the data. The literature on experimental comparisons of these methods is reviewed, and the effects of the mode of data collection on aspects of data quality are examined. The effects of the data-collection method on research results are also examined with a focus on the consequences for the relations among variables and emerging empirical models. The meta analysis is followed by a field experiment with 762 responses. Meta analysis detected small differences between the modes, suggesting a dichotomy between modes with and without an interviewer. The field experiment found the lowest response rates for the face-to-face survey, with more item nonresponse in the mail survey but more self-disclosure through the mail. The mail survey was slightly superior in reliability and scalability. Results suggest that interviewer training should be adapted to the changes in data-collection mode. Five figures and 33 tables present meta analysis and survey findings. Three appendixes contain a bibliography, the questionnaire content, and marginal distributions of background variables. A summary in Dutch is included. (Contains 201 references.) (SLD)

ED 374 137 TM 021 992

Wolf, Richard M.
Judging Educational Research Based on Experiments and Surveys. Fundamentals of Educational Planning Series No. 45.
PUB DATE- 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Check Lists; Criteria; *Decision Making; Educational

proposed that results in improved internal consistency estimates for the RJI. Examination of data reveals a systematic pattern of increasing performance and variability of the RJI as a function of educational level, replicating past findings. Confirmatory factor analysis suggests that the dilemma topics of the RJI represent tau-equivalent measures with significant intra-individual variation for the individual topics of the RJI. Seven figures and 11 tables present analysis results. (Contains 67 references.) (SLD)

ED 374 157 TM 022 086

Kiplinger, Vonda L.; Linn, Robert L.
Linking Statewide Tests to the National Assessment of Educational Progress: Stability of Results.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 46p.; Paper presented at the Annual Meetings of the American Educational Research Association (New Orleans, LA, April 4-8, 1994) and the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Assessment; Elementary Secondary Education; *Equated Scores; Estimation (Mathematics); Females; Grade 8; Males; National Surveys: Sex Differences; *State Programs; *Testing Programs; *Test Results
IDENTIFIERS- Assumptions (Testing); Coefficients of Stability; Equipercentile Equating; *Linking Metrics; *National Assessment of Educational Progress; Trial State Assessment (NAEP)

Recently, several states have expressed interest in linking their statewide assessments to the National Assessment of Educational Progress (NAEP) in the hope that, through equating, they can be compared to national results. This study considers the degree to which existing statewide assessments may be linked to NAEP, without violating the basic assumptions of equating. Results of statewide assessments and of the NAEP Trial State Assessment (TSA) in eighth grade mathematics for both 1990 and 1992 were obtained from four states and equipercentile equating procedures were used. The equating functions for males and females in the two states providing gender identification were similar at the low end of the scale but diverged at the high end of the scale. Estimates of the 1992 NAEP scores derived from applying the 1990 equating functions to the 1992 statewide data were generally similar to actual NAEP results near the median, but were quite dissimilar in the tails of the distribution. These results suggest that such linking, while reasonable for estimating average performance for a state, is not sufficiently stable to use for making comparisons based on the tails of the distribution. (Contains 11 references, 9 tables, and 5 figures.) (Author)

ED 374 158 TM 022 087

Abdel-fattah, Abdel-fattah A.
Comparing BILOG and LOGIST Estimates for Normal, Truncated Normal, and Beta Ability Distributions.
PUB DATE- 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

academic achievement, and testing. The evidence shows that Blacks are primarily auditory and tactile rather than visual and that, unfortunately, enormous amounts of information are transferred visually in American society. The prime processing mode for Blacks is kinesthetic, which is substantiated by African Americans' high motoric capability. Finally, the paper suggests that because Blacks are extraverted, preferring action and personal involvement, black students need affective material, warm and supportive teachers free of racism, and a proactive learning environment to experience scholastic success. An appendix includes information about Blacks' relations to educational materials, certifying knowledge, and turn taking. (Contains 11 references.) (GLR)

ED 374 178 UD 030 052

Fine, Michelle, Ed.
Chartering Urban School Reform. Reflections on Public High Schools in the Midst of Change.
PUB DATE- 94
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Democratic Values; Discipline Problems; *Educational Change; Essays; Ethnography; *High Schools; *Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS- *Charter Schools; *Reform Efforts

This book presents essays written by school reformers that discuss the reform movement and examine the partnership that inspired the creation of small, intimate school communities known as charters. They also reflect on the comprehensive changes that inform each charter and the personal and collective struggles to institutionalize these new communities. Essays and their authors are as follows: "Chartering Urban School Reform" (Michelle Fine); "The Development of Schools that Practice Reflaction" (Richard W. Clark); "The Professional Development School as a Strategy for School Restructuring: The Millard Fillmore High School--Temple University Connection" (Morris J. Vogel and Essie Abrahams-Goldberg); "Charters and Restructuring" (Bernard J. McMullan); "Transforming Ourselves: Becoming an Inquiring Community" (Virginia Vanderslice and Shirley Farmer); "'Now Everybody Want to Dance' Making Change in an Urban Charter" (Jody Cohen); "Interpreting Social Defenses: Family Group in an Urban Setting" (Linda Powell); "When 'Discipline Problems' Recede: Democracy and Intimacy in Urban Charters" (Nancie Zane); "Co-Making Ethnography: Moving into Collaboration" (Pat Macpherson); "Learning in the Afternoon: When Teacher Inquiry Meets School Reform" (Susan L. Lytle, and others); "Language Inquiry and Critical Pedagogy: Co-Investigating Power in the Classroom" (Bob Fecho); and "Girl Talk: Creating Community through Social Exchange" (Diane R. Waff). Contains an index. (GLR)

ED 374 179 UD 030 053

Rossi, Robert J., Ed.
Schools and Students At Risk. Context and Framework for Positive Change.
PUB DATE- 94
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Finance; Elementary Secondary Education; *Family Programs; Federal Aid; Policy Formation; Program Descriptions; Program Development; Program Improvement; *Social Services; *State Programs; *Systems Development
IDENTIFIERS- California; Colorado; New Mexico; Reform Efforts; West Virginia

The decline in Federal funding for state-provided social services during the 1980s triggered a transformation in the states' roles in family policymaking. This booklet documents four state initiatives designed to bring about systems change: (1) Healthy Start (California); (2) the Governor's Families and Children Initiative (Colorado); (3) the Children, Youth, and Families Department (New Mexico); and (4) the Governor's Cabinet on Children and Families (West Virginia). These states share a common resolve to restructure their programs, but each has followed a different course in building support for its actions and designing structures appropriate to needs and resources. The California effort attempts to create a statewide network of school-based multiservice child and family centers. In Colorado, emphasis is on a broad reform effort that grew from a two-year policy academy. Creation of a new department to consolidate child and family services is described in New Mexico, and a strong cabinet council for facilitating local collaboration is a feature of the West Virginia program. Five maps and three tables illustrate the discussion. (Contains 27 references.) (SLD)

ED 374 200 UD 030 081

Pioneering States: Innovative Family Support and Education Programs. Connecticut, Kentucky, Maryland, Minnesota, Missouri. Second Edition.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 92
NOTE- 36p.; For an earlier edition, see ED 302 3[illegible]5.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Educational Innovation; Educational Policy; *Family Programs; Intervention; Parent Education; Parents as Teachers; *Policy Formation; Prevention; *Program Descriptions; Program Development; *Social Services; *State Programs
IDENTIFIERS- Connecticut; *Family Support; Kentucky; Maryland; Minnesota; Missouri

This booklet is part of a series on state-level family support and education policy published by the Harvard Family Research Project. It is based on a more detailed set of studies collected in "Innovative Models to Guide Family Support and Education Policy in the 1990s." Connecticut's Parent Education Support Centers program offers insights into how to develop and sustain a primary-prevention approach in an environment traditionally dedicated to rehabilitation. The Parent and Child Education (PACE) program of Kentucky addresses intergenerational illiteracy and the related problems of attracting industry to a state where the workforce is undereducated. Maryland's Family Support Center initiative was established to provide comprehensive, community-based preventive services on a drop-in basis in needy neighborhoods. Early Childhood Family Education sites in Minnesota enhance the ability of parents to care for and educate their children. The Missouri Parents as Teachers program enhances children's education for MSDLT. Graphical representations are included of the 3-stage process. (IAH)

ED 374 080 SP 035 271

Cole, Donna J.
Bridging Traditional and Authentic Assessment.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Higher Education; Performance Factors; *Portfolios (Background Materials); *Preservice Teacher Education; Self Evaluation (Individuals); Standardized Tests; *Student Evaluation; *Student Experience; Teacher Educators
IDENTIFIERS- *Authentic Assessment; Preservice Teachers; *Reflection Process; Reform Efforts; Wright State University OH

With the education reform movement came dissonance over testing as an indicator of classroom learning. This paper examines both formal and informal assessment and relates one institution's attempt to provide a bridge between authentic and traditional assessment. Authentic assessment is defined as a belief that student evaluation should measure performance using real life experience rather than standardized tests--a process that includes observation, conferencing, portfolios, self-evaluation, collaborative evaluation, and traditional paper and pencil tests. In the fall of 1988, portfolio development was begun at Wright State University (OH) as a department-wide, preservice teacher education endeavor. The portfolio design model infused such items as formal assessment instruments, personality assessments, and student teaching evaluations. Students were required to reflect on these instruments and use the results as an analytical tool. Results indicated students found the portfolio activity useful in connecting life experiences to undergraduate education. Faculty also supported performance assessment in the form of portfolios. (Contains 18 references.) (LL)

ED 374 081 SP 035 283

Yoder, Nancy
Teacher Leadership. An Annotated Bibliography.
PUB DATE- Mar 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Action Research; Annotated Bibliographies; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; *Leadership Training; Mentors; *Participative Decision Making; School Administration; Secondary School Teachers; *Self Efficacy; *Teacher Behavior; Teacher Centers; Teacher Promotion; *Teacher Role
IDENTIFIERS- *Teacher Leadership

The literature reviewed in this document represents a collection of approximately 135 writings catalogued under the heading teacher leadership. The literature on teacher leadership describes a range of new roles which offer ways for teachers to grow as professionals and learn from one another. Some roles

Darling-Hammond, Linda; And Others
Professional Development and Restructuring.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund,
Pleasantville, N.Y.
PUB DATE- Dec 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Beginning Teacher Induction; *College School Cooperation; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Information Networks; *Inservice Teacher Education; Models; Partnerships in Education; Preservice Teacher Education; Professional Development Schools; *School Restructuring

This compilation brings together three previously published papers on the role of professional development in school restructuring. The three papers articulate a new paradigm for professional development in teaching which sees opportunities for teacher development residing in collegial work settings, team teaching environments, school improvement networks, and school-university collaboratives. "Teacher Development in Professional Practice Schools" by Ann Lieberman and Lynne Miller provides a framework for developing a culture of inquiry in a school, considers professional growth activities that are appropriate to that culture, and discusses problems and dilemmas that must be recognized and worked through to maintain and support teacher development in professional practice schools. "Accountability for Professional Practice" by Linda Darling-Hammond explores the contributions of professionalism to school accountability in the context of the professional development school. "Networks for Educational Change: Powerful and Problematic" by [illegible] Lieberman and Milbrey McLaughlin examines the power of networks, the problems of networks, and implications for policy. (References accompany each paper.) (JDD)

ED 374 099 SP 035 421

Ramage, Jean, Ed.
Teacher Education As an All Community Responsibility: A Proposal for Restructuring California Teacher Education.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Beginning Teacher Induction; Educational Change; Educational Policy; Elementary School Teachers; Elementary Secondary Education; Higher Education; Models; Position Papers; *Preservice Teacher Education; *Professional Development; Research Utilization; Secondary School Teachers; Teacher Recruitment
IDENTIFIERS- *California; *State of California Assn of Teacher Educators

This report charts a vision for preparing California teachers for the 21st century. The report is an adaptation of the national framework found in the Association of Teacher Educators' clinical faculty for the Fall 1993 and Spring 1994 semesters. (LL)

ED 374 118 SP 035 466

Keeping Our Schools Safe: A Survey of Teachers and Students about Violence in U.S. Schools.
PUB DATE- Jul 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Attribution Theory; Class Size; Discipline; Family Programs; High Schools; High School Students; Junior High Schools; Junior High School Students; National Surveys; Parent Counseling; Peer Influence; *Problem Solving; Secondary School Teachers; Self Concept; *Student Attitudes; *Student Behavior; *Teacher Attitudes; *Violence
IDENTIFIERS- *Safe School Study

A nationwide survey was conducted to solicit input from a random sample of junior and senior high school students (N=250) and teachers (N=258) regarding violence in the schools. This report presents a summary of survey results under five headings. The first, perceived seriousness of violence, indicated that one in three teachers and one in four students viewed violence in their schools a serious problem. The second, factors that influence behavior in school, revealed that teachers and students point to discipline in the home, student self-esteem, and peer acceptance as key factors. The third part, reasons for violence, showed that teachers and students cited the breakdown of the family and the prevalence of media violence, but that students placed more blame on peer influence, a factor most teacher rated very low. In the fourth section, solutions to violence, more than 80 percent of the teachers suggested classes for parents to improve parenting skills, smaller class sizes, stricter discipline, and family support services; students favored broader class choices, family support services, smaller class size, and student involvement in discipline problems. Finally, the section on responsibility for reducing violence, disclosed that most students placed responsibility for reducing violence on themselves and their parents; teachers felt that everyone was responsible for the task. Some results are provided in cross-tabulated data tables. (LL)

ED 374 119 SP 035 469

Worner, Roger B.
Minority Teacher Recruitment, Preparation, and Retention.
PUB DATE- Jun 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Minority Group Teachers; Models; Program Descriptions; Program Development; Program Evaluation; Program Implementation; Public Schools; Research Methodology; School Districts; Schools of Education; *Teacher Education; *Teacher Persistence; *Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- *Minneapolis Public Schools MN; Minnesota State Department of Education; *Saint Paul Public Schools MN

This paper reports on a study conducted to examine the status of

Planning; *Educational Research; *Evaluation Methods; *Experiments; Hypothesis Testing; Literature Reviews; *Research Methodology; Research Reports; Sampling; Statistical Analysis; *Surveys

This booklet provides some systematic guidelines for assisting educational planners to discriminate between high-quality educational research and research that should not be relied on for decision making. The guidelines focus on educational research studies that employ either experimental or survey-research methodologies. A checklist is presented that contains 10 criteria for making judgments about research design and serves as an evaluative framework for educational planning. In general terms the checklist is divided according to (1) problem; (2) literature review; (3) hypotheses and questions; (4) design and method; (5) sampling; (6) measures; (7) statistics; (8) results; (9) discussion; and (10) write up. An important distinction is made between results that are statistically significant and those that are educationally meaningful. Thirteen tables and two figures in two appendixes present some research examples. (Contains 8 references.) (SLD)

ED 374 138 TM 022 013

McCloy, Rodney A.; And Others
Prediction of First-Term Military Attrition Using Pre-Enlistment Predictors.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 93
NOTE- 66p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Cost Effectiveness; *Educational Attainment; High School Graduates; *Labor Turnover; *Military Personnel; Military Training; *Occupational Tests; *Personality Traits; *Prediction; Predictor Variables; Regression (Statistics)
IDENTIFIERS- Biodata; Indicators; *Proportional Hazards Models

Soldiers who exit the Army before the end of their first term of service represent lost investments in terms of both direct costs (e.g., training costs) and indirect costs (e.g., force instability). The Army would benefit from pre-enlistment information that could identify those individuals most likely to complete their first term. This paper examines the relationship between first-term military attrition, information currently available to the Army (e.g., high school diploma graduate status), and three non-cognitive measures developed and administered during the Army's Project A/Building the Career Force research program (Campbell and Zook, 1990a; Campbell and Zook, 1992). Proportional hazards regression models were estimated for 4 job groups (roughly 49,000 first-term soldiers) using hierarchical and empirical "best-model" approaches. A battery of predictors is proposed for predicting attrition in all four job groups. The Army can improve prediction of attrition by gathering biodata and temperament information prior to enlistment and by better using information they currently possess. Nine figures and 16 tables present study information. (Contains 26 references.) (Author/SLD)

ED 374 139 TM 022 014

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Bayesian Statistics; *Estimation (Mathematics); *Maximum Likelihood Statistics; Monte Carlo Methods; Sample Size; *Statistical Distributions; Test Length
IDENTIFIERS- Ability Parameters; *BILOG Computer Program; Data Truncation; Item Parameters; *LOGIST Computer Program

The accuracy of estimation procedures in item response theory was studied using Monte Carlo methods and varying sample size, number of subjects, and distribution of ability parameters for: (1) joint maximum likelihood as implemented in the computer program LOGIST; (2) marginal maximum likelihood; and (3) marginal Bayesian procedures as implemented in the computer program BILOG. Normal ability distributions provided more accurate item parameter estimates for the marginal Bayesian estimation procedure, especially when the number of items and the number of examinees were small. The marginal Bayesian estimation procedure was generally more accurate than the others in estimating a, b, and c parameters. When ability distributions were beta, joint maximum likelihood estimates of the c parameters were the most accurate, or as accurate as the corresponding marginal Bayesian estimates depending on sample size and test length. Guidelines are provided for obtaining accurate estimation for real data. The marginal Bayesian procedure is recommended for short tests and small samples when the ability distribution is normal or truncated normal. Joint maximum likelihood is preferred for large samples when guessing is a concern and the ability distribution is truncated normal. Five tables and 27 figures present analysis results. (Contains 30 references.) (Author/SLD)

ED 374 159 TM 022 088

Caldas, Stephen J.; Mossavat, Mark K.
A Statewide Program Assessment Survey of Parents', Teachers', and Principals' Perceptions of School Report Cards.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Educational Change; Elementary School Teachers; Elementary Secondary Education; Information Dissemination; Parent Associations; *Parent Attitudes; *Principals; Profiles; Program Effectiveness; Program Evaluation; *Report Cards; School Districts; *State Programs; Surveys; *Teacher Attitudes
IDENTIFIERS- *Louisiana

In April 1992 the Louisiana Department of Education sent individualized school-level profiles and district composite reports to all 66 district offices in the state. To measure the effectiveness of this program and identify areas of improvement for subsequent profiles, a survey was conducted. This report considers the responses of 363 parent association participants, teachers, and principals. The majority agreed or strongly agreed that information in the report is useful, that it can help improve the quality of education in individual schools, and that parents should continue to receive a copy of the

PUB TYPE- Books (010),Collected Works - General
(020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Failure; Black Students; *Cultural
Influences; *Dropout Prevention; *Educational Change;
Elementary Secondary Education; Essays; *High Risk Students;
Hispanic Americans; Minority Groups; Organizational Climate;
Potential Dropouts; Rural Schools; Urban Schools
IDENTIFIERS- Reform Efforts

This book presents essays from educational reformers who examine efforts aimed at students at risk for failure in U.S. schools. It is divided into four parts. Part 1 considers the factors that place children at risk for educational failure. Part 2 describes the dangers for students of a system that fails to recognize and appreciate their distinctive abilities to learn. Part 3 provides a review of the latest reform efforts at the school, district, and state levels. Part 4 offers new models and analyzes the most current information about the role of schools and how they may best serve students who are at risk. Essays and their authors are as follows: "Becoming at Risk of Failure in America's Schools" (Alesia F. Montgomery and Robert J. Rossi); "Rising to the Challenge: Emerging Strategies for Educating Youth at Risk" (Nettie Legters and Edward L. McDill); "Cultural Dissonance as a Risk Factor in the Development of Students" (Edmund W. Gordon and Constance Yowell); "The Cultural Context of American Indian Education and Its Relevance to Educational Reform Efforts" (Grayson Noley); "'Look Me in the Eye': A Hispanic Cultural Perspective on School Reform" (Rafael Valdivieso and Siobhan Nicolau); "Harvesting Talent and Culture: African-American Children and Educational Reform" (A. Wade Boykin); "Keeping High-Risk Chicano Students in School: Lessons from a Los Angeles Middle School Dropout Prevention Program" (Russell W. Rumberger and Katherine A. Larson); "Char(ter)ing Urban School Reform" (Michelle Fine); "The Dropout Prevention Initiative in New York City: Educational Reforms for At-Risk Students" (Joseph C. Grannis); "Chicago School Reform: A Response on Unmet Needs of Students At Risk" (G. Alfred Hess, Jr.); "Children At Risk in America's Rural Schools: Economic and Cultural Dimensions" (Alan J. DeYoung); "Dropout Prevention in Theory and Practice" (James M. McPartland); and "Identifying and Addressing Organizational Barriers to Reform" (Samuel C. Stringfield). Contains an index. (GLR)

ED 374 180 UD 030 055

Ramaswami, Soundaram
The Differential Impact of Reading Recovery on the Achievement of First Graders in the Newark School District, 1991-1993.
PUB DATE- Jun 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Academic Achievement; Achievement Rating;
Achievement Tests; Compensatory Education; Early Intervention;
Elementary School Students; Evaluation Methods; Grade 1; Higher
Education; High Risk Students; Inservice Teacher Education;
Primary Education; Program Evaluation; *Reading Difficulties;
Reading Improvement; *Reading Skills; *Skill Development;
*Urban Education
IDENTIFIERS- *Newark School System NJ; *Reading Recovery Projects

This evaluation assesses the impact of New Jersey's Reading Recovery program on first-grade students in the Newark School education through their parents' education. Five maps illustrate the discussion. (SLD)

ED 374 201 UD 030 082

Innovative States: Emerging Family Support and Education Programs. Arkansas, Iowa, Oregon, Vermont, Washington. Second Edition.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; Educational Finance; *Educational Innovation; Elementary Secondary Education; Family Programs; Grants; Partnerships in Education; *Policy Formation; Program Descriptions; Program Development; *Social Services; *State Programs
IDENTIFIERS- Arkansas; *Family Support; Iowa; Oregon; Vermont; Washington

The five states featured in this second edition of "Innovative States" were chosen because they reflect crucial elements in an emerging understanding of state policy making in family support and education. Creative state partnerships involving program development and funding are a key ingredient to successful endeavors. States rely on the ability of local programs to reach families, especially those who are underserved. Policy makers have made a commitment to preserve the infrastructure of these programs to increase the likelihood that they will be able to expand in a better economic climate. The following programs are profiled: (1) Home Instruction for Preschool Youngsters (Arkansas); (2) Family Development and Self Sufficiency Grants (Iowa); (3) Together for Children (Oregon); (4) Parent-Child Centers (Vermont); and (5) Even Start (Washington). Five maps illustrate the descriptions. (SLD)

ED 374 202 UD 030 083

Eaton, Susan E.; Crutcher, Elizabeth
Slipping towards Segregation: Local Control and Eroding Desegregation in Montgomery County, Maryland.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Desegregation Methods; Desegregation Plans; Educational Trends; Elementary Secondary Education; Equal Education; *Magnet Schools; Minority Groups; *Public Schools; *Racial Composition; Racial Integration; School Choice; *School Desegregation; School Districts; *School Resegregation
IDENTIFIERS- *Montgomery County Public Schools MD

This report is one of a series exploring the way several important school districts across the country are dealing with the problems of separate and unequal education for minority students. The working of the choice and magnet school program of the Montgomery County (Maryland) public schools, a system that has never been under a court order to desegregate and in focus on inducting new teachers into the profession, such as mentoring or teaching in professional development schools. Other roles center on professional growth for practitioners through, for example, through participation in special-interest networks or in action research projects. Some of the new roles are formal, creating opportunities for career advancement, such as master-teacher appointments or differentiated staffing positions in career-ladder programs. Other roles, both formal and informal, provide opportunities for individual teachers to learn from one another through coaching or advising, support groups, teacher centers, or peer appraisal. The literature also includes descriptions of teachers learning from one another as they work together in groups, sometimes with a focus on instruction (curriculum development or instructional planning teams) and sometimes with a focus on school governance (school improvement teams). (LL)

ED 374 082 SP 035 301

Andrews, Sharon Vincz; Smith, Patricia Gannon
Multiple Levels of Collaboration in Professional Development Schools: A Continuum of Professional Development.
PUB DATE- Feb 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; Elementary Education; Elementary School Teachers; Higher Education; *Inservice Teacher Education; Methods Courses; Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Reflective Teaching; School Districts; Teacher Educators; *Teacher Role; Teacher Student Relationship; *Teamwork
IDENTIFIERS- Indiana State University; Preservice Teachers; *Teacher Development

This article discusses a university-public school partnership involving 10 school sites, which have become professional development schools (PDSs). These PDSs contribute to a continuum of professional development for educators at all levels: preservice teachers, inservice teachers, public school administrators, and teacher educators. Professional development schools provide opportunities to redefine roles and relationships between and among preservice teachers, inservice teachers, college faculty, and elementary and secondary students. Three strategies, which have made important contributions to successful efforts to implement collaborative professional development at the sites, are outlined: engaging in inquiry, building a team spirit, and mutual critique. A collaborative strategy and structure for inquiry that was implemented is described: a team consisting of preservice teachers, inservice teachers, and college faculty worked together to build the language arts and social studies methods course curriculum in ways that link the elementary school curriculum to the college curriculum. Examples of the following program features and efforts are also outlined: building a team spirit in the college classroom, planning and debriefing time for cooperating teachers and their preservice students; and professor-researchers becoming learners in their own classrooms. (IAH) report, "Restructuring the Education of Teachers." Recognizing that learning to be an effective teacher is a developmental process, the report is organized around the following professional development continuum areas: (1) improving recruitment, selection, and support; (2) strengthening initial teacher preparation; (3) facilitating successful entry into the profession; (4) increasing the capacity for continuing professional development; and (5) expanding and employing the research base and achieving accountability. For each professional development area, the report outlines a goal, issues, and initial actions. A prologue identifies the challenging context in which restructuring teacher education must take place and reviews curricular reforms. (JDD)

ED 374 100 SP 035 422

Securro, Samuel, Jr.
Perceived Impact of the "Ecology of Student Teaching."
PUB DATE- 27 Jun 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; *Ecological Factors; Elementary Secondary Education; Higher Education; Influences; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teaching Experience
IDENTIFIERS- West Virginia State College

This study examined the perceived effects of six major elements that may operate in the "ecology" of the student teaching experience: the school supervisor, the college supervisor, the students, the placement environment, participant expectations and efficiency, and skill/applications from the campus-based program. The Student Teaching Experience Assessment was administered to 135 candidates at West Virginia State College following the completion of student teaching. Results indicated that the impact of nonsupervisory elements (the placement environment, relationships with students, and personal/professional efficacy) were highly operative. Student-related aspects were the most significant element. Student teachers attached considerable significance to the role of the classroom supervisor compared to that of their college supervisor. Application of professional education concepts and skills acquired in the campus-based program was comparatively low. Sites for student teaching placement were generally perceived to be an important factor, particularly for providing participants the opportunity for contact and involvement with diverse learners. Student teachers were not overly preoccupied with modeling or implementing the style of the cooperating teacher; thus some level of professional autonomy was operating. The paper concludes that placement of participants in professional development centers is a desirable feature for structuring an effective "ecology" of the student teaching experience. (JDD)

ED 374 101 SP 035 423

Rainsberger, Corey D.
Reducing Stress and Tension in the Classroom through the Use of Humor.
PUB DATE- May 94
NOTE- 68p.
LANGUAGE- English

efforts by the State of Minnesota, its institutions of higher learning, and its public school districts to recruit, prepare, and retain staff members of color (minority) for professional teaching service in public school districts. Methodology employed for the study included a review of national literature on approaches used in recruiting staff members of color for professional teaching positions. Then, through consultation with in-state expert resource personnel, some models, processes, and strategies for teacher recruitment, preparation, and retention were identified. On-site visits were made to observe promising programs and models and/or to interview key program directors or sponsors of those programs. A sketch of each program, an assessment of transportability, and ratings as "fast-track," "moderate-track," and "slow-track" were then ascribed to project the program, process, or strategy turn-around time to prepare staff members of color for professional teaching positions. A myriad of support systems were identified as essential to enhance the success of the program. It was recommended that state policy making and implementation bodies, public school districts, colleges and universities, media support coalitions, and businesses develop, implement, and support a major initiative to recruit and prepare an average of 250 teaching staff members of color annually for each of the next 20 years. Five appendixes include: the urban collaborative educator development program grant proposal; a description of the "Common Ground Consortium"; a profile of the "Multicultural Teacher Development Project"; a flyer for the Minneapolis (Minnesota) magnet schools; and a flyer for the St. Paul (Minnesota) public schools minority education program. (LL)

ED 374 120 SP 035 470

Siegel, Janna; Jausovec, Norbert
Improving Teachers' Attitudes toward Students with Disabilities.
PUB DATE- Jul 94
NOTE- 21p.; Paper presented at the Conference of the International Council on Education for Teaching (Istanbul, Turkey, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Disabilities; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; *Inservice Teacher Education; *Mainstreaming; Regular and Special Education Relationship; *Teacher Attitudes; *Workshops
IDENTIFIERS- Europe; *Inclusive Educational Programs

A growing movement to place all students with disabilities in the regular classroom, a practice called inclusion, has met with resistance from regular education teachers who would be responsible for educating special needs students. In order for inclusion to be successful, educators have determined that regular education teachers will require inservice training to increase their skills and improve their attitudes. Research on the subject indicates that inservice presentations are most effective in improving attitudes, while infusing information in teacher education coursework is the least effective. In line with this thinking, inservice training consisting of three 2-hour workshops and three days when the researcher was available for consultation with teachers was conducted in a New Mexico school district. The workshops provided an overview of inclusion; focused on modifications for special needs students; and covered collaboration and communication between

Melburg, Valerie; And Others
Modification of the LASSI for Adult Learners in Distance Education Programs: A Preliminary Report.
SPONS. AGENCY- National Univ. Continuing Education Association, Washington, DC.
PUB DATE- May 93
NOTE- 19p.; Paper presented at the Adult Learner Conference (May 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adults; Anxiety; *Distance Education; Factor Structure; *Norms; Special Needs Students; *Test Construction; Test Use
IDENTIFIERS- *Learning and Study Strategies Inventory

Distance education programs for adult learners have been largely neglected by developers of diagnostic instruments to identify students' level of academic preparedness. The purpose of this study was to modify the Learning and Study Strategies Inventory (LASSI) so that it could be used for learners in distance programs (A-LASSI) and to generate normative information for the adult version of the instrument. Another purpose was to examine the factor structure of the new instrument to determine if the original 10 subscales were preserved. In a sample of nearly 800 adult learners enrolled in a national external degree program, the A-LASSI (modified for adults) generated 7 factors instead of the 10 measured by the original LASSI, revealing that only the Anxiety scale remained intact from the original LASSI instrument. These seven factors did not entirely replicate subscales of the original instrument. Results indicate that adult learners, particularly those who pursue distance or external degree programs, have somewhat different learning needs than students of traditional age in campus-based programs. Norms for the LASSI instrument may need to be adjusted upward for adult distance learners. (Contains 19 references.) (Author/SLD)

ED 374 140   TM 022 016

Venable, B.
A Philosophical Analysis of Creativity Measurement.
PUB DATE- 27 Apr 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Convergent Thinking; Creative Thinking; *Creativity; Creativity Tests; Definitions; Divergent Thinking; *Educational Philosophy; Elementary Secondary Education; Evaluation Methods; Intelligence; Interest Inventories; *Measurement Techniques; Test Construction; *Test Use
IDENTIFIERS- *Self Report Measures

Whether the aim has been to understand the nature of creativity or to determine its development, researchers have formulated a number of measures of creativity. A glut of results and conclusions actually hinders an educational understanding of the term creativity. The most widely known tests of creativity incorporate divergent-thinking, as opposed to convergent-thinking, skills. Association tests provide another way to

Profile. The information was found to be easy to understand, and it was generally agreed that publishing profiles in the newspaper serves a useful purpose. Principals in particular disagreed with the effectiveness of profile reports and their circulation to parents and newspapers. Members of parent associations were the most enthusiastic about the report program. Ten exhibits, which include the survey forms, illustrate the discussion. (SLD)

ED 374 160 TM 022 089

Wheeler, Patricia H.
Decision Making Models for Using Multiple Assessment Results. EREAPA Publication Series No. 93-8.
PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cutting Scores; *Decision Making; *Educational Assessment; Elementary Secondary Education; Evaluation Utilization; Higher Education; Models; *Pass Fail Grading; Scores; *Test Results
IDENTIFIERS- *Performance Based Evaluation

A sound performance evaluation system uses a multitude of assessment methods to gather information and data about the performance of an individual. Four models are described that have been used with multiple assessment results to make decisions about performance. In a compensatory model, weak performance on one measure or attribute can be traded off against strong performance on others when calculating a score. The conjunctive model requires that the individual attain a minimum level of performance (e.g. cutoff or passing score) on each of the assessments. A combined model uses features of both the compensatory and conjunctive models, and is used when decisions are made at two or more decision-making levels. The first three models require some minimum level of performance by the individual on all assessments, but the disjunctive model requires only that the individual have an acceptable level of performance on one of the assessments to demonstrate satisfactory or minimally acceptable performance. Examples are provided for each of these models and are summarized in Table 1. (Contains 7 references.) (SLD)

ED 374 161 TM 022 090

Wheeler, Patricia H.
Methods for Assessing Performance. EREAPA Publication Series No. 93-6.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adaptive Testing; Assessment Centers (Personnel); Audiotape Recordings; Check Lists; Computer Assisted Testing; *Criteria; Critical Incidents Method; *Educational Assessment; Essays; *Evaluation Methods; Interviews; Journal Writing; *Measurement Techniques; Observation; Portfolios (Background Materials); Rating Scales; Simulation; Student Projects; Teaching Methods; *Test Use; Videotape Recordings; Work Sample Tests
IDENTIFIERS- Anecdotal Records; In Basket Simulation; Paper and Pencil Tests; *Performance Based Evaluation

District. The report presents results from two cohorts and is divided into two main sections. Section 1 deals with the achievement of the students from the 1991-1992 academic year. Their performance at the end of first grade in both the Reading Recovery subtests and the Stanford Achievement Test is examined. In addition, the performance of these students at the end of second grade on the Stanford Achievement Test is presented. Section 2 provides results of the second cohort's (1992-1993 academic year) performance at the end of first grade on the Reading Recovery subtests and the standardized test. Evaluation results show that there was improvement in the performance levels of students in the skill areas tested and that reading levels were on par with or better than those of other students. (GLR)

ED 374 181 UD 030 056

Miserandino, Anthony
Leaders for Tomorrow--Today: Confronting Prejudice in Schools.
PUB DATE- 4 Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Economically Disadvantaged; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Ethnic Groups; Leadership; *Minority Groups; Needs Assessment; Program Implementation; *Racial Bias; Social Problems; *Strategic Planning
IDENTIFIERS- Diversity (Student)

This article addresses the problems of racism, prejudice, and bigotry and how they restrain academic achievement in minority students and the need for leadership to confront and reverse these effects. Politics (suburban/urban differences in funding), technology (computer gap), and family income are three factors that impact differentially upon the nature of prejudice as experienced in today's schools. A strategy is presented for dealing with prejudice in the classroom and school life that takes into account these larger social factors. The various stages of this strategy are examined starting with the need for an analysis of the situation, acceptance by the school community of the data once it reaches the public, creation of a strategic plan of action based on this data, coordination of a response, and the institutionalization of that response. The issues of racism and prejudice have never been greater and that the school, which is a powerful factor for realigning social forces in the community, needs to be a place where ideas of social, ethnic, and racial integration can be realized. An appendix lists sample goals of a strategic plan. (Contains 27 references.) (GLR)

ED 374 182 UD 030 057

Bensman, David
Direct Assessment of a Progressive Public Elementary School: Graduates of Central Park East.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; EXXON Corp., New York, N.Y.

which desegregation has always been under the complete control of local officials, is profiled. Montgomery County is an affluent and highly educated community. A variety of data-collection methods were used to examine levels of segregation and concentrated poverty and the effectiveness of the county's 14 elementary magnets, 2 middle school, and 1 high school magnet, as well as to analyze schools' transfer requests and achievement trends. The study shows that choice plans and policies that are not well supervised and lack some key components to promote equal access may create merely the appearance of solving racial problems, and they may actually foster growing segregation over time. Some policy options for equal education are explored. Seventeen tables present study findings. (SLD)

ED 374 203 UD 030 084

Perez, Sonia M.; Cruz, Steven
Speaking Out Loud: Conversations with Young Puerto Rican Men.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Aug 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Disadvantaged Youth; Educational Attainment; Employment Patterns; Equal Education; Hispanic Americans; *Males; *Needs Assessment; Policy Formation; *Poverty; Public Policy; *Puerto Ricans; *Young Adults
IDENTIFIERS- Focus Groups Approach

The combination of poverty, inadequate attention, and the difficult period of young adulthood has serious implications for young Puerto Rican men. To draw attention to their strengths, needs, and status, the National Council of La Raza Poverty Project conducted a two-year community-based study on young Puerto Rican men and family poverty. This report presents study findings, research highlights, and suggested policy actions based on interviews with social-services workers and focus groups conducted with 44 young Puerto Rican men. The research indicates that low education and high unemployment are critical factors in Puerto Rican male status and family poverty. Insufficient adult guidance, single-parent families, and lack of services, including relevant educational opportunities, were cited by participants as contributing to difficulties. Focus-group participants faced multiple barriers to employment and poor work prospects. Recommendations include local and public policy initiatives. Four graphs illustrate the group's status. Four appendixes provide details about study methodology and summaries of activities of community-based organizations. (SLD)

ED 374 204 UD 030 085

Badia, Arnhilda
The Academic Performance of Hispanics in Florida Public Schools.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 374 083 SP 035 302

Tusin, Linda F., Ed.
Elmhurst College Department of Education Satellite Program Handbook. Revised Edition.
PUB DATE- 93
NOTE- 30p.; The Satellite Program was initially funded in part by the Consortium for the Advancement of Private Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College School Cooperation; Educational Objectives; Elementary Secondary Education; *Field Experience Programs; Governance; Higher Education; Models; Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; *Program Descriptions; Program Guides; Student Role; *Teacher Education Curriculum; Teacher Role; Teaching Experience
IDENTIFIERS- Clinical Teacher Education; *Elmhurst College IL

The Elmhurst College Satellite Program is a collaborative project between Elmhurst College (Illinois) and area school districts to strengthen the clinical experience component of teacher education. Each Elmhurst teacher education student is linked to a satellite school, which becomes the student's home school for clinical experiences for from 1 to 4 years. The student is linked to an entire school rather than to one classroom, as in traditional student teaching experiences. The primary objective of the program is to provide students with a required series of structured, monitored, and varied clinical experiences. An underlying principle of the Satellite Program is recognition and utilization of the contribution that experienced teachers can make to future teacher development. Adjunct faculty status is given by the college to satellite school personnel. This handbook describes the ingredients, intent, and structural flow of the teacher education program model at the college: The Teacher as a Caring Creator and Director of Learning Experiences. Included in the handbook are discussions about: clinical experiences; evening students; application procedures; observations, participation, and reflection; evaluations; and student teaching. The appendices include examples of the student application, state and college clinical experiences requirements, general clinical objectives, student log, student evaluation, policies and procedures, and individual/group role descriptions. (IAH)

ED 374 084 SP 035 303

Tusin, Linda F.
The Satellite Program: A Collaboration for Clinical Experiences in Teacher Education.
PUB DATE- 15 Oct 92
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 15, 1992). For a related document, see SP 035 302. The Satellite Program has been funded in part by the Consortium for the Advancement of Private Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Techniques; Coping; *Elementary School Students; *Elementary School Teachers; Grade 5; Grade 6; *Humor; Intermediate Grades; Literature Reviews; *Stress Management; *Stress Variables; Student Attitudes; Teacher Attitudes

The purpose of this paper was threefold: (1) to review the literature; (2) to determine the effects of the use of humor upon stress within the classroom; and (3) to examine the extent to which students and teachers use humor as a coping mechanism to deal with stressful school situations. It was hypothesized that humor in the classroom is effective in reducing the stress and tension of both teachers and students and is, therefore, an important classroom management technique. Two groups of subjects participated in the study. One group was composed of 9- to 11-year-old students (N=98). Twenty-three fifth- and sixth-grade teachers comprised the second group. All subjects completed an adapted version of Martin & Lefcourt's (1983) Coping Humor Scale, a survey concerning the use of humor in coping with stressful school situations. According to the data analysis, results supported the hypothesis for both groups. However, a slightly greater use of humor as a coping mechanism was reported by teachers. A developmental sequence of humor behavior and a copy of the survey instrument are appended. Six tables depict the number and percentage of students/teachers who selected each response, the number and percentages of combined subjects who selected each response, and the total percentage of teachers versus students who selected each response. (Contains 27 references.) (Author/LL)

ED 374 102 SP 035 424

Aaronsohn, Elizabeth; And Others
"Teacher-Pleasing," Traditional Grading--and Learning? A Collaborative Qualitative Study.
PUB DATE- 94
NOTE- 58p.; Paper presented at a Conference of the International Society for Exploring Teaching Alternatives (1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; College Students; Elementary School Students; Elementary Secondary Education; Grades (Scholastic); *Grading; Higher Education; *Learning; Perception; Qualitative Research; Secondary School Students; Self Evaluation (Individuals); *Student Attitudes; *Student Evaluation; *Teacher Expectations of Students; Teacher Influence; *Teacher Student Relationship

This study examines whether students' constant focus on meeting teacher expectations might cause students to see themselves as producers of products for someone else, rather than as learners. Four researchers asked elementary, middle, high school, and university students to describe their experience of classrooms, listening for patterns that would reveal how the need for teacher approval makes them feel about each other and about their work. The researchers also engaged in systematically trying out methods of teaching and assessing learning in which the teacher's role is primarily that of facilitator and in which students evaluate themselves. Findings suggest that participation in "teacher pleasing" interferes with genuine student intellectual, social, and moral growth.

professionals, families, and the community. Pre- and post-workshop survey data analysis indicated that teachers were receptive to the training and became more positive in their attitudes toward making changes for special needs students. While the teachers continued to resist the concept of full inclusion, they did vote unanimously to expand the inclusion of special education students into regular education homeroom classes for a portion of every school day. The document concludes with a brief discussion of the implications of this research on European countries. An outline of the inservice topics and activities is appended. (Contains approximately 35 references.) (LL)

ED 374 121 SP 035 471

Sudzina, Mary R.; Kilbane, Clare Ryan
New Contexts for Educational Case Study Applications: From Classroom to Competition and Beyond.
PUB DATE- Jun 94
NOTE- 12p.; Paper presented at the Annual Meeting of the World Association for Case Method Research and Application (Montreal, Quebec, Canada, June 19-22, 1994). For a related document, see SP 035 474.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Competition; *Cooperation; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Schools of Education; Teacher Education Curriculum; *Team Training; *Theory Practice Relationship
IDENTIFIERS- Case Method (Teaching Technique); *Event Analysis; *Preservice Teachers; University of Virginia

Case-based teaching as a strategy to effectively weave theory, practice, and problem-solving into the preservice teacher education curriculum is gaining momentum in the preparation of future teachers. Teacher educators have discovered that the case study method provides a valuable link to the "real world" of teaching as well as opportunities beyond field placement experiences for preservice teachers to reflect on and critically analyze teaching incidents and to develop schema appropriate to future classroom practice. This paper presents an example of how case-based teaching was used to prepare a team of five undergraduate preservice teachers for the Second Commonwealth Center Invitational Team Case Competition held at the University of Virginia in 1993. The use of cases in this "new context" extended the method's benefits beyond the university curriculum in unexpected ways. As the preservice teachers practiced their problem-solving skills, they also learned to research, network, and collaborate to compete. These experiences resulted in a sense of personal and professional empowerment among team members, inspiring them to establish a similar competition at their home institution and to present their findings through presentations and symposia. (Contains 14 references.) (LL)

ED 374 122 SP 035 472

Smith, Douglas C.
Elementary Teacher Education in Korea.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

measure creativity, as do attitude and interest scales. Creativity has been regarded as an aspect of personality and has been measured through biographical inventories. Yet another form of measurement is through nomination by teachers, peers, or supervisors. The assessment of products created is another way creativity has been measured. Studies of eminent persons and self-reports are other ways to examine creativity. The variety of approaches reaffirms that no definite conclusion exists about how creativity should be measured, and the relations between creativity and intellect remain unclear. The attempt to label children as creative or as having creative ability is premature, in that there is no general definition of creativity. Research must clarify ambiguities of definition and the role of creativity in education. (Contains 13 references.) (SLD)

ED 374 141 TM 022 051

Keeley, Edward J.; And Others
Academic Background and Admissions Test Scores as Predictors of College Mathematics Outcomes.
PUB DATE- 20 Mar 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Midwest Region Invitational Association for Institutional Research (Indianapolis, IN, March 20-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Admission (School); *Class Rank; *College Entrance Examinations; *College Mathematics; *College Students; Demography; Educational Attainment; *Educational Background; Grades (Scholastic); Higher Education; High Schools; High School Students; Outcomes of Education; *Predictive Validity; Predictor Variables; Scores; Test Results

A limited number of studies have examined the relationship between admissions test scores, academic background, and college mathematics outcomes. This study investigated the predictive relationship between high school achievement, admissions test scores, selected demographic variables, and grade performance in college mathematics for 5,212 college students. Selected types of mathematics courses meeting general education requirements were examined individually and in aggregate to determine differential predictive validity with respect to course grades. The results of this study indicated that admissions test scores and high school class rank were significant predictors of subsequent achievement in college mathematics courses. In addition, the predictive validity of test scores and class rank combined improved as the courses' prerequisites and rigor increased. The relative importance of class rank increases and the importance of test scores decreases as the courses' prerequisites and rigor increase. Six tables and two figures present study findings. (Contains 12 references.) (Author/SLD)

ED 374 142 TM 022 052

Muenzen, Patricia M.
Information Management and Report Generation System for a State-Based Teacher Performance Assessment Program.
PUB DATE- 4 Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

A variety of assessment methods and instruments can and should be used to evaluate the performance of individuals and groups. Some possible assessments are described, including (1) adaptive testing; (2) anecdotal records; (3) assessment centers; (4) behavioral checklists; (5) behaviorally anchored rating scales; (6) checklists; (7) computerized assessments; (8) the critical incident technique; (9) essays; (10) the in-basket test; (11) interviews; (12) logs or journals; (13) observations; (14) paper-and-pencil tests; (15) portfolios; (16) projects; (17) questionnaires; (18) rating forms; (19) track records; (20) video and audio tapes; (21) work sample tasks; and (22) work simulation tasks. To determine the method most appropriate for a given performance evaluation system, it is necessary to consider purpose and criteria, as well as individuals, resources, and legal and technical issues. (Contains 31 references.) (SLD)

ED 374 162 TM 022 091

Wheeler, Patricia H.
The Use of Confidence Intervals When Interpreting Test Scores. EREAPA Publication Series No. 93-4.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cutting Scores; *Error of Measurement; *Scores; *Statistical Distributions; *Test Interpretation; Test Results; Test Theory; *True Scores
IDENTIFIERS- *Confidence Intervals (Statistics)

A person's obtained score on a test provides an estimate of the individual's "true" score on that test. The obtained score is considered to have two parts, the true component and the error component. Classical test theory assumes that obtained scores for an individual over multiple administrations of the same test will lie symmetrically around the individual's true score. Confidence intervals can be used to determine the range within which the true score is apt to fall and to identify a second critical score when cut scores are used. To determine the upper and lower limits of a confidence interval, the standard error of measurement is multiplied by a number depending on the level of confidence needed for the situation. Multipliers come from a normal distribution based on the percentage of the total area under the normal curve between various standard deviations above and below the mean. How confidence intervals can be used to assess change, and when they should and should not be used, are discussed. (Contains 7 references.) (SLD)

ED 374 163 TM 022 092

Wheeler, Patricia H.; Haertel, Geneva D.
Preparing Students for Testing: Should We Promote Test Wiseness? EREAPA Publication Series No. 93-1.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Ethics; Higher Education; Interpersonal Relationship; Scoring; Test Anxiety; Test Coaching; Test Construction; Testing; Testing Problems; *Test Wiseness
IDENTIFIERS- ERIC Digests

PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Economically Disadvantaged; Educational Improvement; *Educationally Disadvantaged; Elementary Education; *Elementary School Students; *Outcomes of Education; Parent Participation; Program Evaluation; *Progressive Education; Public Education; Success; Teacher Student Relationship; *Urban Education
IDENTIFIERS- New York City Board of Education

This report provides an assessment of the Central Park East (CPE) elementary school (in New York City) effort, an effort by teachers who believed that the "progressive education" that worked for the children of the wealthy and privileged in many private and suburban schools could work equally well for poor and working-class children. Study data suggest that graduates of the Central Park East elementary school achieved substantially higher high school completion and college entrance rates than did the population selected for comparison--the total New York City public school population. The report identifies three dimensions (mentioned by the students themselves) for this success. First, teachers helped students develop pathways to learning, starting from interests that students brought from home or discovered in the classroom. Second, members of the school staff, in their personal interactions with students, demonstrated that they cared about the students as human beings. Finally, although CPE was established by teachers searching for an opportunity to put their own ideas about teaching and learning into action, the role of parents as partners and allies increased steadily. A personal account of one student is presented to emphasize these points. Contains 44 references. (GLR)

ED 374 183 UD 030 061

Jones, Judith E.
Child Poverty: A Deficit that Goes beyond Dollars.
PUB DATE- 94
NOTE- 32p.; Based on a keynote speech at the Chataqua Institution (Chataqua, NY, July 28, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Change Strategies; Child Development; Child Health; Childhood Needs; *Child Welfare; *Economically Disadvantaged; *Poverty; *Public Policy; *Social Change; *Social Problems

This report examines child poverty in the United States, discusses its cause and persistence, and makes recommendations for solutions. Areas examined involve the historical roots of social-welfare policy in the United States; the facts behind the mythologies and misperceptions concerning child and family poverty; the children and families to be concerned about as the nation enters the 21st century; the reasons behind poverty; the risks associated with poverty; and child-development strategies, including the need for comprehensive approaches. As a nation, the United States is more responsive to crisis than to prevention. There is a need for U.S. society to recognize that all children deserve and need a healthy start in life,

DESCRIPTORS- *Academic Achievement; Educational Change; Educational Trends; Elementary Secondary Education; *English (Second Language); Enrollment; Ethnicity; *Hispanic Americans; *Limited English Speaking; Minority Groups; Political Influences; *Public Schools; *State Programs; Surveys; Teacher Attitudes

IDENTIFIERS- *Florida; *Hispanic American Students; Reform Efforts

The minority-student population of Florida is rapidly increasing, to the point that minorities now represent 40 percent of the nearly 2 million public school students. All indications are that this trend will continue. Many of these students have a limited English proficiency (LEP), and most LEP students are Hispanic Americans. To educate these students more effectively, the Florida Department of Education has developed a set of programs known as English for Speakers of Other Languages (ESOL). The study described assesses the academic performance of the public school population, emphasizing the achievements of Hispanic and LEP students who have participated in ESOL programs. Results show clearly that Florida's programs are not meeting the needs of the majority of its Hispanic and LEP students. A survey of 350 randomly selected public school teachers ascertained their opinions of the state's efforts to obtain recommendations for improving education for Hispanic and LEP students. The political environment of Florida appears right for serious consideration of proposals for educational reform in Florida and the nation. Two tables and 11 figures provide information about Hispanic students. (Contains 27 references.) (SLD)

DESCRIPTORS- College School Cooperation; Educational Objectives; Elementary Education; Elementary School Teachers; Higher Education; Models; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; *Program Effectiveness; Program Evaluation; School Districts; *Student Attitudes; Student Teachers

IDENTIFIERS- *Clinical Teacher Education; *Elmhurst College IL; Preservice Teachers

The Satellite Program is a collaborative project between the Elmhurst College (Illinois) Education Department and several area school districts. The primary objective of the program is to provide teacher education students the opportunity to participate in a required series of structured, monitored, and varied clinical experiences in public schools. This is accomplished by linking students to Satellite Schools. Within the schools, each student is assigned a mentor, a teacher who supports and assists the student in clinical experiences throughout the teacher education program. The program provides the student with an internship in an entire school, not just a single classroom as in a traditional student teaching assignment. Satellite School personnel are linked through training, information, and recognition sessions and through written communication, including course syllabi with clinical objectives. A pilot program was implemented during spring semester 1991. Evaluation data from Satellite students and non-Satellite students showed evidence of significant differences in three of the six program objectives. Evaluation in the following semester showed evidence of significant differences in all six program objectives. Evaluation comments from students and Satellite School personnel provided additional information. The development, implementation, and evaluation of the Satellite program offer a working model of school-college collaboration in teacher education for the improvement of clinical experiences. Contains 12 references. (Author)

ED 374 085 SP 035 353

Ryan, Charles W.

Authentic Assessment of Self-Concept through Portfolios: Building a Model with Public Schools.

PUB DATE- 94

NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994). Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- College School Cooperation; Elementary Education; Elementary School Students; Elementary School Teachers; *Evaluation Methods; Evaluation Research; Higher Education; Learning Activities; *Portfolios (Background Materials); Public Schools; *Self Concept Measures; *Student Evaluation

IDENTIFIERS- *Authentic Assessment; *Reflection Process; Wright State University OH

Teachers commonly use only two types of assessment--written examinations that test basic skills and direct observation of student learning. Both assessment procedures have been the subject of intense criticism. This study was conducted to investigate the viability of the portfolio model for authentic assessment of student growth, to analyze self-concept related teaching activities, and to develop the reflective abilities of students in grades K-6. Data were gathered from three selected public schools and teachers who implemented portfolios as part

Students operate under pressure to please the teacher rather than construct their own meaning out of the classroom experience. They become competitive with each other as they carefully stay within the safe boundaries of right answers. Weaning students from those concerns seems to be harder in direct proportion to the number of years of socialization in "teacher pleasing" and harder if the paradigm shifts only in one class. Implications for teacher educators are discussed. Appendixes contain guidelines given to university students, and university students' definitions of "good" and "bad" as they relate to the classroom environment. (Contains approximately 90 references.) (JDD)

ED 374 103 SP 035 425

Aaronsohn, Elizabeth
Piaget and Columbus: A Post-Hole Dig into Decentering (A Qualitative Study in Progress).
PUB DATE- 94
NOTE- 32p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Samoset, ME, April 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian History; Attitude Change; Cognitive Dissonance; *Consciousness Raising; Critical Thinking; Culture Conflict; Education Majors; *Ethnocentrism; Higher Education; *Latin American History; Learning Activities; *North American History; Perspective Taking; Qualitative Research; Social Attitudes; *Student Development
IDENTIFIERS- *Columbus (Christopher); Piaget (Jean); Preservice Teachers

This paper describes the process and content of The Columbus Project, designed to provide an opportunity for preservice teachers to explore in depth the complexity of intercultural encounter. The project required students to gather and analyze data from schools, libraries, the media, and interviews with children, to ascertain how the story of the initial arrival of Europeans in the Americas has traditionally been and is presently being represented. The aim was to help students perceive the narrow ethnocentrism of traditional teaching and to help themselves and each other begin to rethink American history. In conjunction with studies of Jean Piaget, students learned by direct experience what the term "cognitive dissonance" meant in their own lives. Classroom activities for the project involved students "freewriting" on everything they knew about Columbus, viewing the video "Columbus Didn't Discover Us," discovering alternative perspectives, learning facts about the history of Native Americans, and designing lesson plans. Students' development of consciousness and implications for teachers and teacher educators are discussed. (Contains 20 references.) (JDD)

ED 374 104 SP 035 426

Armstrong, Thomas
Multiple Intelligences in the Classroom.
PUB DATE- 94
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Context Effect; Cross Cultural Studies; *Cultural Context; Elementary Education; Elementary School Teachers; Foreign Countries; Foreign Culture; Higher Education; *Korean Culture; Program Content; Program Evaluation; Schools of Education; *Teacher Education Programs
IDENTIFIERS- *South Korea; United States

This monograph describes elementary teacher education in South Korea and aspects of Korean society that have contributed to the uniqueness of this educative process. Within the context of comparative education, the essay introduces the cultural, social, and institutional attributes of Korea; discusses specifics of the educative process as a reflection of these attributes; explores both the activities that are carried out in Korea's colleges of education and ensuing relationships between teacher training, cultural development, and respect for education; and examines the concept of melding pedagogy and ethical development for young people. Following an introduction, the book is organized into three sections. Section One, "Orientations" describes South Korea under the headings: a culture of traditions, educational foundations, the law and education, modern compulsory education, higher education and lifelong learning. Section two, "Teachers Colleges in Transition," discusses the highly competitive college or university entrance examination, the teacher education curriculum, teachers college faculty, college facilities, problems facing teacher education, and Korea's future elementary teachers. The final section, "A Critical Analysis of Korean Teacher Education," addresses the need for new teachers; problems in academe; working toward gender balance; status and sociological issues; governance reforms; and the views of Horace G. Underwood, a long-time observer of Korean society. An extensive resource list of books, articles, and other documents is included. (LL)

ED 374 123   SP 035 473

Bloodsworth, Gaston
A Collaborative Field Based Elementary Education Program: Bridging the Credibility Gap between Teachers and Teacher Training Programs.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjunct Faculty; *College School Cooperation; *Cooperating Teachers; Elementary Education; Elementary School Teachers; Higher Education; *Mentors; Methods Courses; Partnerships in Education; Program Content; Program Improvement; Schools of Education; Student Teachers; *Student Teaching; Teacher Attitudes; *Teacher Education Programs; Teacher Educators

The educational reform movement, with its heavy emphasis on restructuring and collaboration, has brought into the open a serious credibility gap between teachers and the role that schools of education and the education professorate have played in educational development and leadership. Many teachers believe that professors do not understand, or have lost touch with, the realities of public school education and have no accurate concept of what goes on in the classroom. Using a traditional elementary education program as an example, this

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Databases; *Data Collection; Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Information Management; Information Systems; Program Development; Scoring; *State Programs; *Teacher Evaluation
IDENTIFIERS- *Beginning Educator Support and Training Prog CT; Performance Based Evaluation; *Report Generators

The Beginning Educator Support and Training (BEST) Program (a performance-based assessment program) was developed to enable the Connecticut State Department of Education to implement legislation requiring beginning teachers to achieve a satisfactory evaluation on a professional knowledge clinical assessment during their initial year of teaching. The management system for the BEST program is an example of a response to the new data collection and generating demands of professional assessment. The yearly cycle of the BEST program is supported by a database management system that provides for data storage, scoring, and reporting. In the most recent implementation year, data was received, scored, and processed for more than 650 assessors, 900 beginning teachers, and 3,000 assessments. A description of the relational database for the program offers practical examples for management of a performance-based assessment program. Three figures illustrate the assessment model. Appendixes include a score sheet, letters for the score report and assessment completion, a ratings form, and a sample assessment report. (SLD)

ED 374 143 TM 022 054

Borkenau, Peter
How Accurate Are Judgments of Intelligence by Strangers?
PUB DATE- 22 Aug 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Attitudes; *Auditory Stimuli; Decision Making; Evaluation Methods; *Evaluative Thinking; Foreign Countries; *Intelligence; Physical Attractiveness; *Speech; *Stranger Reactions; Videotape Recordings
IDENTIFIERS- Accuracy

Whether judgments made by complete strangers as to the intelligence of subjects are accurate or merely illusory was studied in Germany. Target subjects were 50 female and 50 male adults recruited through a newspaper article. Eighteen judges, who did not know the subjects, were recruited from a university community. Videorecordings of the subjects, with and without a sound recording of the subject reading a weather forecast, were shown to the judges, who estimated how intelligent the subjects were. Ratings by judges were only related to measured intelligence when sound was available, indicating that some acoustic information is crucial for stranger perceptions of intelligence to be accurate and that only verbal intelligence quotient is related to stranger ratings. Strangers tended to rate attractive subjects as intelligent. Although this judgment was illusory, judgment based on fluid reading was fairly

Test-taking skills and methods used to prepare students for taking an examination are independent of knowledge and skills in the content area being tested. Test-taking skills do not give students the correct answers, but do allow the student to concentrate on answering questions without being confused by the mechanics of the test. Students who lack test-taking skills should be identified, and helped to become test wise, through ethically and educationally sound techniques. Tests should be fair and appropriate and should be scored in a proper manner. Teaching test-taking skills is not a quick remedy for poor instruction and insufficient learning, but it can help the student in learning, interpersonal relationships, work activities, and other situations they will encounter throughout life. A list of 24 resources on preparing students for testing, an ERIC digest on test-taking skills, and a Department of Education publication on test taking are attached. (Contains 28 references.) (SLD)

ED 374 164 TM 022 093

Derry, Sharon; And Others
A Microanalysis of Pair Problem Solving With and Without a Computer Tool.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; *Computer Software; Computer Uses in Education; Cooperation; Higher Education; *Interpersonal Relationship; *Problem Solving; Reading; *Social Behavior; Statistical Analysis; *Undergraduate Students; Videotape Recordings
IDENTIFIERS- Microanalysis; *Paired Student Interaction; Problem Solving Teams; *TAPS Computer Program

The social interactions that occur during pair problem solving were studied using a computer tool and without using the tool. The computer tool, (the TAPS system) is an instructional system that presents complex word problems and provides a graphics user interface with tools for constructing problem trees (network structures showing interrelationships among sets in a problem). Subjects were 64 undergraduates who identified themselves as weak in mathematics. They were assigned to one of four treatment groups, working with and without TAPS in pairs and with and without TAPS individually. Social behavior was studied through videotaped observation. The analysis produced some modest evidence that using TAPS may have altered the nature of social interactions. TAPS pairs spent more time making suggestions to each other perhaps because of mouse control in the experimental setup and less time problem solving while reading and rereading aloud. Implications for use of such computer tools are discussed. One figure and one table illustrate the analysis. Appendixes list behavior types and contain excerpts from collaborative problem solving. (Contains 12 references.) (SLD)

ED 374 165 UD 029 944

Taylor, Jeannette, Ed.; Adelson, Yolande Chambers, Ed.
An Inventory of Diversity Programs & Services in Continuing Higher Education.

high quality early care and education, parental support systems, job market opportunities that allow parents to provide for their children emotionally and financially, and decent affordable housing in safe, stable environments. To achieve this, a greater emphasis must be placed on building the human infrastructure, which is the foundation of social and economic well-being for the United States as a nation. (Contains 79 references.) (GLR)

ED 374 184 UD 030 063

Child Care Consumer Education: Providing Critical Information to Low-Income Parents. Child Care Consumer Education Issue Brief.
PUB DATE- Aug 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Consumer Education; *Day Care; *Educational Quality; Family Programs; Information Sources; *Low Income Groups; Program Effectiveness; *Program Improvement
IDENTIFIERS- Job Opportunities and Basic Skills Program

This report discusses child-care needs and consumer education for low-income families, the types and value of information they receive when participating in the Job Opportunities and Basic Skills (JOBS) program, the different approaches to child-care consumer education, case studies on the child-care practices that are detrimental as well as those that are beneficial, and ways local agencies can improve child-care consumer-education practices. The report explains that the JOBS consumer-education programs fail to meet the needs of families because the information is often incomplete, is provided in detail only to persistent clients, and is often of variable quality and because the programs are frequently unable to respond appropriately to changes in a client's circumstances. The attributes of effective consumer-education programs, namely, timely assistance, unbiased information, interactive processes, and an approach that is meaningful to the client, are highlighted. The report also explains how local agencies can improve child-care consumer education by developing appropriate educational materials, providing proper staff training, and ensuring that clients have enough time to make a child-care selection. (GLR)

ED 374 185 UD 030 064

Goldstein, Arnold P., Ed.; Huff, C. Ronald, Ed.
The Gang Intervention Handbook.
PUB DATE- 93
NOTE- 532p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Change Strategies; *Delinquency Prevention; *Delinquent Rehabilitation; *Juvenile Gangs; Juvenile Justice; *Program Descriptions; Program Evaluation; Social Problems; Youth Problems

This book provides overviews and evaluations of current juvenile-gang-intervention programs and recommends approaches that have been effective in both prevention and rehabilitation. Its three parts, composed of individual essays, examine patterns of ganging and gang intervention, explore the value of psychology-based interventions, and discuss the various interventions, including home, school, employment, and community-level of a drug education effort. All subject areas were included in the portfolios along with accompanying documentation in the areas of self-concept growth and drug education curriculum activities. Analysis of 40 portfolios revealed that the majority of students' materials included self-concept activities and some drug education information, and that student worksheets showed completion of both drug education and self-concept learning activities. However, findings provided little evidence of student-based reflection on what the portfolio entries meant to them. Student portfolio evaluations are summarized in tabular form. (LL)

ED 374 086 SP 035 357

Benton, Peter, Ed.
The Oxford Internship Scheme: Integration Partnership in Initial Teacher Education.
PUB DATE- 90
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- College School Cooperation; *Educational Change; Educational History; Educational Objectives; Educational Principles; Elementary Secondary Education; Foreign Countries; Higher Education; Internship Programs; Models; *Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; Program Development; Program Implementation; School Districts; Student Teaching; Teacher Education Curriculum; Theory Practice Relationship
IDENTIFIERS- Clinical Teacher Education; England; *Oxford Internship Scheme; Reform Efforts; University of Oxford (England)

This book contains essays about a specific and local reform, the Oxford Internship Scheme, which was developed and implemented by a partnership between Oxford University (England) and the local education authority in Oxfordshire. The internship program represents a commitment to the school-based training of teachers and, in some ways, is analogous to the teaching hospital concept. The 12 chapters are: (1) "The Reform of Teacher Education" (Harry Judge); (2) "Ideas and Principles Guiding the Internship Scheme" (Donald McIntyre); (3) "The Process of Change" (Anna Pendry); (4) "The Internship Model" (Peter Benton); (5) "Learning To Teach: Designing and Running Two Curriculum Programmes" (Chris Davies and others); (6) "Being a Teacher: Whole-School Aspects of the Internship Scheme" (Brian Woolnough and others); (7) "The Impact on the Schools" (Hazel Hagger); (8) "A Headteacher's Perspective" (Howard Green); (9) "The LEA Engagement" (Tim Brighouse); (10) "An Evolving Course" (Terry Allsop, Graham Corney); (11) "Internship: A View from Outside" (Paul H. Hirst); and (12) "Internship: A View from Abroad" (Judith Warren Little). Two appendices are included: "The Definition of Roles" and "List of Important Abilities." The latter refers to assessment criteria for interns. (IAH)

ED 374 087 SP 035 388

Denti, Louis G.; Atkinson, Susan R.
Competencies and Training of Teachers of Students with Serious Emotional Disturbances.
PUB DATE- 94

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ability Identification; Classroom Techniques; Curriculum Development; Educational Assessment; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Learning Modalities; Learning Problems; Learning Strategies; Lesson Plans; Special Education; Teaching Methods; *Teaching Models
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences

The model presented in this book provides a language for talking about the inner gifts of children, especially those students who have accumulated labels such as Learning Disabled (LD) and Attention Deficit Disorders (ADD) during their school careers, and describes how educators can bring Howard Gardner's theory of multiple intelligences (MI), a means of mapping the broad range of abilities that humans possess, into the classroom every day. The MI theory is described as a philosophy of education, an attitude toward learning, or a meta-model of education in the spirit of John Dewey's ideas on progressive education rather than a set program of fixed techniques and strategies. The MI are grouped into seven comprehensive categories--linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. The volume provides concrete examples of how MI can be applied to curriculum development, teaching strategies, classroom management, assessment, special education, and other areas, along with information on how to develop MI lessons, and conduct MI assessments. A basic reading list on MI, related books on MI teaching, and examples of MI lessons and programs are appended. (Contains approximately 75 references.) (LL)

ED 374 105 SP 035 427

Renwick, Margery
Teacher Development in State Secondary Schools: A Pilot Study.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Participant Satisfaction; Secondary Education; *Teacher Attitudes
IDENTIFIERS- *New Zealand

This study explored teacher perceptions of professional development in secondary schools in New Zealand, including the degree of teachers' involvement in, and satisfaction with, the professional development programs available to them and whether or not access to professional development is equitable. The survey of 181 teachers in New Zealand's Wellington and Manawatu/Wanganui regions revealed that 178 of them had participated in professional development activities during the previous 3 years. Courses taken were provided primarily by colleges of education, school-based programs, and subject associations. The courses addressed curriculum areas, assessment, counseling, teaching techniques, and management. The most common form of delivery was 1-day courses. More female than male teachers took four or more courses; overall, men were more likely to take fewer courses than women.. Two-thirds of the teachers were satisfied with the quality of the courses attended. About half the teachers were satisfied with the amount of teacher development they had had, and half would have liked more. The most frequently mentioned barrier to teacher paper describes the collaborative mentorship program, a professional approach to teacher education designed to establish credibility between and among teachers and professors due to the level and depth of collaboration involved. The approach offers the following: (1) more relevant and less redundant methods courses; (2) more field experiences; (3) no additional semester hours in the program; (4) no additional financial expenditures; (5) no additional faculty positions; (6) real and meaningful collaboration with public schools; and (7) leadership in educational philosophy and practice. The collaborative mentorship program almost completely eliminates the need for regular faculty to supervise student teachers. The approach allows all to work from their strengths, and it allows for greater flexibility for student placement. Overall the mentorship program is considered a true collaborative approach that benefits everyone. Contains 14 references. (LL)

ED 374 124 SP 035 474

Sudzina, Mary R.
Mentoring and Collaborating with Cases: Developing the Skills and Resources To Compete in a National Case Competition.
PUB DATE- Feb 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 12-16, 1994). For a related document, see SP 035 471.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Competition; Cooperation; Educational Psychology; Elementary Secondary Education; Higher Education; *Mentors; Preservice Teacher Education; Resource Materials; Schools of Education; *Team Training; *Theory Practice Relationship
IDENTIFIERS- Case Method (Teaching Technique); *Dilemma Discussion Approach; *Preservice Teachers; University of Virginia

Case-based pedagogy as a strategy to effectively weave theory, practice, and problem-solving in preservice teacher preparation has resulted in a national team case competition. Teams of preservice teachers from five teacher preparation institutions were invited to the University of Virginia to independently solve a classroom dilemma, present a written analysis, and prepare an oral presentation and defense. This paper describes the experience of an educational psychologist in mentoring and preparing one team of undergraduate preservice teachers (who had gained preliminary experience in solving case study dilemmas through an educational psychology course), selected for the national competition. Coaching techniques encouraged the preservice teachers to cooperate, to compete, to develop individual areas of expertise, and to access computers, reference, and faculty resources in solving case dilemmas. Collaboration strategies, skills, and resources developed are illustrated, and the paper concludes with implications for connecting education and human resources within and beyond teacher preparation programs. (Contains 16 references.) (LL)

ED 374 125 SP 035 476

Harreveld, Bobby; And Others
Politics, Practice, and Policy in Linking Teacher Education and Vocational Education through Fieldwork Experiences. Draft.
PUB DATE- Jul 94

accurate. Four tables present study findings. (Contains 7 references.) (SLD)

ED 374 144 TM 022 057

Steele, Sara M.; And Others
Getting Acquainted with U.S. Eighth Graders: Implications for Nonschool Programs.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Jul 93
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Community Programs; Demography; Extracurricular Activities; Grade 8; Junior High Schools; *Junior High School Students; National Surveys; Parenthood Education; Parent Participation; *Program Development; Socioeconomic Status; *Student Characteristics; *Youth Programs
IDENTIFIERS- *National Education Longitudinal Study 1988

Data from the National Education Longitudinal Study of 1988 (NELS:88) provides information about critical transitions experienced by students as they leave elementary or middle school and progress through the educational system to the world of work. The Extension NELS study reported here used NELS:88 data for the base year sample of 24,599 eighth graders to identify findings with implications for nonschool programs aimed at younger teens, parenting programs, and programs for those interested in helping community institutions be more effective with younger teens. Part 1 of this report gives an overview and summary of major findings, while Part 2 lists specific findings and Part 3 provides a comparative analysis of student characteristics. Eighth graders were found to be varied in terms of demographic characteristics, but surprisingly alike overall, with similar expectations and similar degrees of involvement in extracurricular activities and community-based youth programs. Findings with regard to school and community background, parent characteristics and involvement, and ethnic and socioeconomic characteristics are summarized for program planners. Appendixes list the main variables considered and recipients of the concept reports for particular areas of interest. (SLD)

ED 374 145 TM 022 064

Jarvela, Sanna
Cognitive Apprenticeship Model in a Technologically Rich Learning Environment: Socioemotional Processes in Learning Interaction.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; Coping; Educational Environment; *Educational Technology; Foreign Countries; Grade 7; *Interaction; Junior High Schools; *Junior High School Students; *Learning; Males; Models; Problem Solving; Student Motivation; *Technological Advancement
IDENTIFIERS- *Cognitive Apprenticeships; France; *Socioemotional Development

PUB DATE- 93
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; College Administration; *Continuing Education Units; Cultural Pluralism; Directories; *Educationally Disadvantaged; *Education Courses; *Ethnic Groups; Higher Education; Minority Groups; Needs Assessment; Noncredit Courses; Research; Scholarships; School Publications
IDENTIFIERS- *Diversity (Student); National University Continuing Education Assn

This report examines how the continuing-education units of some National University Continuing Education Association (NUCEA) member institutions are dealing with ethnic diversity. The report, based on research conducted during the 1991-1992 academic year, contains 177 entries involving 84 NUCEA institutions. Institutional offerings are classified as either instructional or administrative. Instructional entries are those in which teaching and learning are primary. Most often they use nontraditional delivery systems with planned outcomes. Administrative entries include publications covering ethnic diversity, scholarships for underserved ethnic groups, and administrative topics (appointments, committees, offices, etc.) that address issues of diversity. Findings show that half of the instructional programs concern ethnic groups and their cultures; 30 percent are for underserved ethnic audiences. The majority of programs for underserved students are noncredit models that require multiple contacts through mentoring programs, camps, multiday conferences, workshops, and other venues. Seven percent of the responding institutions had scholarships to assist minorities, and eight percent had developed special administrative structures or hired consultants to focus specifically on ethnic-diversity issues. (GLR)

ED 374 166 UD 030 028

Carter, Linda Carol
African-American Attitudes Concerning African-American English.
PUB DATE- May 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Attitudes; *Black Dialects; *Grammatical Acceptability; *Language Styles; Nonstandard Dialects; North American English; Oral Language; Research; Social Dialects
IDENTIFIERS- *African Americans

For the past 25 years, controversy has developed over the value and use of African-American (AA) English. This study examined the opinions of AAs from a variety of backgrounds and communities in California and Georgia to obtain their views on AA English; its place in the school, in the community, and in AA heritage; and its role in the futures of AA students. The results from 51 completed questionnaires and four interviews indicated that AAs have varying opinions about AA English. Most educators in California were aware of the goal of recognizing AA English in the classroom, but it did not appear to be a topic of discussion of school boards and state legislatures approaches. Essays and their authors are as follows: "Gangs in the United States" (C. Ronald Huff); "Gang Intervention: A Historical Review" (Arnold P. Goldstein); "Cognitive-Behavioral Interventions" (Clive R. Hollin); "Interpersonal Skills Training Interventions" (Arnold P. Goldstein); "Moral-Cognitive Interventions" (John C. Gibbs); "Family-Based Interventions" (Arthur M. Horne); "School-Based Interventions: Safety and Security" (Ronald D. Stephens); "School Based Interventions: Best Practices and Critical Issues" (Donald W. Kodluboy and Loren A. Evenrud); "Employment Training Interventions" (Joanne Y. Corsica); "Recreational Interventions" (Rick Lovell and Carl E. Pope); "Community Change Interventions" (Kurt M. Ribisl and William S. Davidson II); "The National Youth Gang Survey: A Research and Development Process" (Irving A. Spergel and G. David Curry); "Gangs and the Police" (C. Ronald Huff and Wesley D. McBride); "Gang Prosecutions: The Hardest Game in Town" (Michael Genelin); "Correctional Interventions" (Elaine B. Duxbury); "Cultural Sensitivity and Gang Intervention" (Fernando I. Soriano); "Gangs and Public Policy: Macrolevel Interventions" (C. Ronald Huff); and "Gang Intervention: Issues and Opportunities" (Arnold P. Goldstein). References follow chapters. Contains author and subject indexes. (GLR)

ED 374 186 UD 030 066

Campbell, Anne
The Girls in the Gang. Second Edition.
PUB DATE- 92
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Delinquency; Economically Disadvantaged; *Females; *Interpersonal Relationship; *Juvenile Gangs; Metropolitan Areas; Personal Narratives; *Social Psychology; Subcultures; Violence

This book examines the role of female gangs and the part women play in those that are predominantly male and provides an account of how these people came to accept casual killings, fire bombings, and the warfare and violence of the streets. It focuses on female gang members by setting out their stories as biographies and accounts of relationships in which they talk about the present and future in terms of events in the past, e.g., difficulties with their children today are linked with recollections of their own childhood and with the anticipation of the time ahead when they would be free from their role as a mother. The book also examines the importance of the relationships and social networks in which the individual is located, suggesting that gang members exist solely in and for the gang and use these relationships as a route for human contact. Contains an index and chapter notes. (GLR)

ED 374 187 UD 030 067

Smith, Jewell R.
Implementing Problem-Solving Techniques in an Urban Central Office Department by Establishing Teams and Infusing TQM Concepts.
PUB DATE- 94
NOTE- 104p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test,

NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Counseling Techniques; Elementary Secondary Education; *Emotional Disturbances; Higher Education; Needs Assessment; *Preservice Teacher Education; *Program Effectiveness; Special Education Teachers; *Teacher Attitudes; *Teacher Competencies; *Teacher Education Programs; Teacher Student Relationship; Teaching Skills

To gain more information about the skills needed and used by teachers of students with serious emotional disturbances (SED), 19 teachers of students with SED were surveyed to determine the amount of time, level of importance, and perceived adequacy of training received on 20 teacher competencies in 6 major task areas. In addition, follow-up interviews were conducted with eight respondents to see if further information might be obtained regarding teachers' actual practices, feelings, and needs in their respective classrooms. Teacher perceptions regarding the importance of some competency areas appeared to be affected by level of teaching experience and level of education. However, while all 20 competency areas were found to be of at least moderate importance, behavior management skills were found to be significantly more important. Counseling skills were used in the classroom with great frequency, and teachers expressed concern about the need for training to handle student aggression. Conferring and consulting skills were ranked among the most important teaching competencies; however, teachers reported receiving the lowest level of training in this area. Implications for preparing SED teachers include the use of a transdisciplinary service delivery model, additional training in the use of counseling skills, and interdisciplinary course offerings at the preservice level. An interview protocol, and several statistical tables are appended. (Contains 16 references.) (Author/LL)

ED 374 088   SP 035 394

Basham, Laura B.
Active Learning and the At-Risk Student: Cultivating Positive Attitudes towards Science and Learning.
PUB DATE- 1 May 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Active Learning; *Attitude Change; Classroom Research; Elementary School Science; Elementary School Students; *Environmental Education; *Experiential Learning; Grade 4; *High Risk Students; Interdisciplinary Approach; Intermediate Grades; Lesson Plans; *Science Activities; Science Education; *Student Attitudes; Teaching Methods; Units of Study; Urban Education
IDENTIFIERS- *Hands on Science

Fourth-grade students (83% of whom were identified as "at risk") in an inner-city school in the southeastern United States participated in a hands-on, interdisciplinary unit about the environment for 2 weeks. Lessons covered a wide range of environmental issues such as pollution, rainforest devastation, recycling, and Earth appreciation. Students engaged in activities with environmental topics including soil, water, insects, trees, trash, paper, and recyclable items. Children development was limited funding. Options for further research are noted, and the survey form is appended. (Contains 10 references.) (JDD)

ED 374 106 SP 035 428

Ruckel, Carol; Hennes, James
Certificated Personnel Performance Evaluation System Survey Report.
PUB DATE- Jan 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Administrators; Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Leadership Training; *Management Development; *Program Effectiveness; Program Evaluation; Secondary School Teachers; *State Programs; Teacher Certification; *Teacher Evaluation
IDENTIFIERS- *Colorado

A survey was conducted of 687 teachers and 768 administrators on the implementation and perceptions of Colorado's mandated certificated personnel performance evaluation system, which requires that all school districts adopt performance standards for certificated personnel and that all administrators receive training in personnel evaluation skills. The survey found that the personnel evaluation system seems well established. Essentially all teachers (96 percent) had been evaluated within the last 3 years. Nearly all administrators (94 percent) reported that they had received evaluator training. More than 90 percent of teachers and administrators said standards in their district were clear and understandable. Administrators, and to a lesser extent teachers, felt the evaluation system had helped the quality of the evaluations. Three-quarters of administrators and over half of teachers felt the system had helped improve instruction in the school. When analyzed by level of school (elementary-secondary) or district setting (urban-rural), there were few differences. Copies of the teacher and administrator questionnaire are appended. (JDD)

ED 374 107 SP 035 429

Niebrand, Chris; And Others
The Pocket Mentor: A Handbook for Teachers.
PUB DATE- 92
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Teachers; Classroom Environment; *Classroom Techniques; Curriculum Design; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Guidelines; Legal Responsibility; Parent Role; Professional Associations; Records Management; School Personnel; Secondary School Teachers; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- *Experienced Teachers; Professionalism

This handbook points out that all teachers regardless of grade level, assignment, or years of experience, need mentoring, and that the first days of school are critical to how the rest of the year will unfold. The handbook is intended to help ease the

NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Educational Policy; Educational Practices; Elementary Secondary Education; *Field Experience Programs; Foreign Countries; Higher Education; Linking Agents; Policy Formation; *Politics of Education; *Preservice Teacher Education; Student Teaching; *Vocational Education
IDENTIFIERS- Australia; *Preservice Teachers

Several recent developments represent attempts to remove at least some of the barriers between the teacher education and vocational education sectors of Australian tertiary education. A specific site where this trend is apparent is fieldwork experiences, which are partly intended to broaden students' understandings of professional knowledge and practice by means of placing teacher education students in workplace training sites, colleges/institutes of technical and further education, and private providers of post-compulsory vocational education and training. A closer examination of practice and the overt and covert policies and politics in these fields of work is advocated. This paper reconceptualizes these more integrated fieldwork experiences as a struggle for meaning and purpose, in which rhetoric and tokenism are juxtaposed with well intentioned efforts to empower participants. Specific recommendations are elaborated on for making this empowerment more rather than less likely. The political, practice, and policy issues involved in this kind of fieldwork have wider implications for future relations between teacher education and vocational education in Australia. (Author/LL)

ED 374 126 SP 035 477

Kane, Ruth
Reconceptualising Pre-Service Teacher Education: The Applicability of a Cognitive Apprenticeship Model.
PUB DATE- Jul 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Cognitive Objectives; *Educational Research; Foreign Countries; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Program Effectiveness; *Research Design; *Research Methodology; *Teacher Education Programs; *Theory Practice Relationship
IDENTIFIERS- Australia; *Cognitive Apprenticeships; *Preservice Teachers

This paper introduces the design for a study to investigate application of a cognitive apprenticeship approach to preservice teacher education. The research will be informed by and build upon the findings of a previous Master of Education dissertation. In particular, the study seeks to investigate answers to the following research question: To what extent does the cognitive apprenticeship model improve the nexus between the propositional and procedural knowledge of beginning teachers? The plan for the investigation is an interventionist one in which, in addition to "normal" requirements of the

Socioemotional processes of learning interaction during classroom teaching and learning were analyzed. The learning interaction was organized according to the principles of a cognitive apprenticeship model (Collins, Brown, and Newman, 1989) and applied to the technologically rich learning environment. The purpose of the learning task was to promote the mediation of modern technological thinking and problem-solving skills for 22 French male 7th-grade students. An on-line method was developed to analyze task involvement and motivational orientation during the instructional interaction. Data revealed that the same instructional arrangements are interpreted differently and lead to different situational interpretations among the students. Contextual features, such as the challenging learning task, self-responsible activities, and social interaction actualized different motivational coping strategies among the students. One figure illustrates the study. (Contains 63 references.) (Author/SLD)

ED 374 146 TM 022 067

Ingels, Stephen J.; Owings, Jeffrey A.
Methodological Issues Encountered in Following a Cohort of Eighth Graders.
PUB DATE- 26 May 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attrition (Research Studies); Change; *Cohort Analysis; *Eligibility; Grade 8; High Schools; High School Students; Junior High Schools; *Junior High School Students; Longitudinal Studies; National Surveys; Research Design; *Research Methodology; Research Problems; Sample Size; *Sampling
IDENTIFIERS- *National Education Longitudinal Study 1988; Nonresponders; Transitional Activities

The National Education Longitudinal Study of 1988 (NELS:88) serves as an example of how three specific problems of representativeness in a longitudinal study may be approached and overcome. NELS:88 was designed to provide longitudinal data about the educational transitions experienced by students as they leave eighth grade and move through high school and postsecondary education. The cohort, initially 26,432 students, is being followed at 2-year intervals. The three key issues that are discussed are: (1) eligibility and exclusion rules and the measures taken to deal with undercoverage resulting from exclusion; (2) the need for sample freshening to ensure representative sophomore and senior cohorts in 1990 and 1992; and (3) attempts to minimize sample attrition and nonresponse error. Longitudinal designs are a powerful vehicle for measuring individual-level change. At the same time, they have distinct limitations, which can be overcome by careful execution and research design. One figure and three tables illustrate the discussion. (Contains 21 references.) (SLD)

ED 374 147 TM 022 068

Certificated Personnel and Related Information, Fall 1993.
PUB DATE- May 94
NOTE- 163p.; For the 1992 report, see ED 361 364.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Employment Patterns; *Enrollment; Ethnic Groups; *Minority Groups;

nationwide. Most of the respondents felt that some AAs do speak with a dialect, but they did not believe there was a language known as AA English. Overall, most of the respondents agreed that AA English is a valuable part of their heritage, however, it had no place in the classroom, and its use beyond one's community can affect students' opportunities and economic success. Appendices include respondents' demographic data and the survey questionnaire. (Contains 8 references.) (GLR)

ED 374 167 UD 030 030

Kraemer, Jacqueline, Comp.; And Others
Building Partnerships: Models of Family Support and Education Programs.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Community Services; Compensatory Education; Cooperation; Elementary Secondary Education; *Family Programs; Financial Support; Parent Participation; *Partnerships in Education; Policy Formation; *Program Descriptions; Program Development; Program Evaluation; Resource Staff; *School Community Programs; School Health Services; Shared Resources and Services
IDENTIFIERS- *Family Support; Florida; Full Service School Model; Iowa; Massachusetts; North Dakota; Vermont

This booklet, part of a series of profiles on family support and education programs across the United States, contains profiles of five diverse programs designed to improve the future of children through family-focused and comprehensive service delivery. Programs examined are North Dakota's Child Welfare Reform Initiative, Iowa's Decategorization of Child Welfare Services Project, Florida's Full Service Schools, Brattleboro's (Vermont) Early Education Services, and Boston's (Massachusetts) Medical-Legal Services Project. Each profile includes a history of the initiative, a description of the program, and reflections on the past and future by the state- or local-level director. Programs involve participants through advisory boards, serving as resources for one another, and they evolve to meet participant concerns through individual or community-based assessment. They also strive to be sensitive to the cultural characteristics of the communities they serve. Contains a list of selected readings on collaboration. (GLR)

ED 374 168 UD 030 031

Blakely, William A.
Implementing Program Integrity from an HBCU Perspective: Progress, Problems, and Prospects. An Analysis of Part H, Program Integrity - TRIAD of the Higher Education Act and the Final Rules and Related Interim Final Regulations Published in the "Federal Register" on April 29, 1994.
PUB DATE- 12 Jun 94
NOTE- 18p.; Paper presented at the Spring Meeting of the United Negro College Fund Presidents (June 12-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Change Agents; *Educational Change; Elementary Secondary Education; Group Dynamics; *Management Teams; Participative Decision Making; Problem Solving; *School Administration; *Teamwork; *Total Quality Management; *Urban Schools

This practicum is designed to assist central office personnel in evaluating the work environment for better coordination to accomplish work, plan for a change effort, and implement a participatory change initiative. The work setting involved a K-12 urban school district (193 schools) containing 431 central-office administrators and more than 10,000 noninstructional personnel, of which 14 department administrators and 15 support-staff members participated in activities to assess: (1) willingness to increase the emphasis on teamwork, (2) readiness in preparing for change, (3) identification of areas in need of change, and (4) leader behaviors with respect to a team effort. Total Quality Management-based activities involved unit members in group processes, group dynamics, and team-building and problem-solving techniques. Through group discussion, the unit members synthesized information relative to the effectiveness of teamwork in the accomplishment of unit, department, and district goals. Results reveal that unit members are more productive and effective when they function as a team. They were also more apt to look for areas in need of change and to initiate a change effort. Appendices provide the study's questionnaires. (Contains 23 references.) (GLR)

ED 374 188 UD 030 068

Fitzgerald, Linda May; And Others
Intersubjectivity in Home-School Partnerships in Two Inner-City School Settings. Draft.
PUB DATE- 6 Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; High Risk Students; High School Students; Inner City; *Interpersonal Communication; Junior High School Students; Low Income Groups; *Minority Groups; *Parent School Relationship; *Parent Teacher Cooperation; Program Evaluation; Public Schools; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; *Intersubjectivity; New York (New York Metropolitan Area); Project FLAME

This paper examines two successful cases of home-school virtuous cycles of interaction using the concept of intersubjectivity to explore parent-school partnerships established between families and inner-city school staff who differed in cultural background. It reveals that in both cases high degrees of parent involvement in school occurred despite the fact that neither program had such involvement as an original goal. The study explores what features of each program are associated with parent involvement and to what extent these interactions between family and school staff can be characterized by their intersubjectivity. Data are derived from a follow-up study of the first six graduating classes of Central Park East in the East Harlem neighborhood of New York City; and from Project FLAME (Family Literacy--Aprendiendo, Mejorando, Educando Learning, Bettering, Educating), an on-going family-literacy project in Hispanic neighborhoods. Both cases reveal how shared discovered environmental problems through experiments, art work, and literature-based activities and became active participants in solving these problems. Attitudes about science and learning were gauged through surveys of 19 students and interviews with 7 students before and after the intervention. Results indicated that positive attitudes toward science and toward learning about science increased from before to after the intervention. Student interest in science also increased. However, positive attitudes toward the environment actually decreased. Student attitudes toward active learning remained the same. Attitudes toward learning were influenced by teaching style. The paper includes an examination of literature regarding active learning and at-risk students. Appendixes contain the questionnaire, interview questions, and the learning unit titled "Our Earth in Danger." (Contains 28 references.) (JDD)

ED 374 089   SP 035 396

Brown, Edna L.
Chicago Public School Teachers' Opinions on School Reform.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advisory Committees; Elementary School Teachers; Elementary Secondary Education; Participative Decision Making; *Power Structure; Public Schools; *School Restructuring; Secondary School Teachers; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils

In 1988, the Illinois State Legislature passed the Chicago School Reform Act giving local schools significant decision-making authority to restructure management. The Act gives reform-specific powers to a local school council, which is composed of six parents, two community residents, two teachers, and the principal, all elected by their respective constituencies. The teachers' role is set in an advisory capacity that includes making recommendations to the principal with respect to curriculum, school improvement plans, and other educational matters. A summary of significant studies indicates that without teacher input and participation in decision-making, reform has no positive or long-lasting effects. The current study elicited information on the status of school reform from the perspective of educators working in the Chicago Public School system. Subjects, both beginning and experienced teachers (N=19) from one public elementary and one public high school, were asked to complete a survey instrument that solicited opinions in the following areas: (1) general knowledge of local governance; (2) effect of school reform on educational improvements; (3) obstacles to educational improvement under school reform; and (4) general impact of school reform on the schools. A copy of the questionnaire, including responses, is provided. (Contains 14 references.) (LL)

ED 374 090   SP 035 403

Schack, Gina; Overturf, Brenda J.
Professional Development Teams: Stepping Stone (or Next Best Thing) to Professional Development Schools.
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 12-16,

way for those beginning or experienced teachers who need help with curriculum decisions, discipline problems, and the daily routines that govern the business of teaching. The 12 chapters in the book are: (1) Professionalism; (2) Classroom Management, Behavior, and Discipline; (3) The Classroom Setup; (4) Curriculum Decisions; (5) Curriculum-Based Problems; (6) Record-Keeping; (7) Legal Considerations; (8) Administration; (9) Ancillary Personnel; (10) Parents; (11) Wellness (including stress management); and (12) Dispelling the Myths (e.g., there is no such word as failure, master teachers are born that way, or students will always be enthusiastic about the teacher and about what is taught). A comprehensive index is provided, as well as a listing of professional associations and a selected bibliography. (LL)

ED 374 108   SP 035 430

Howley, Craig B.; And Others
Thoughtful Leadership. Proceedings of the Third Conference on Thoughtful Teaching and Learning (Provo, Utah, July 1993).
PUB DATE- Jul 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Attitude Change; Behavior Change; *Educational Improvement; *Educational Practices; Elementary Secondary Education; *Instructional Leadership; Learning Theories; *Perspective Taking; *Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- *Solitude

Three pieces make up this publication. The first, titled "Absent without Leave: Solitude and the Scheme of Schooling" (Craig B. Howley), argues that education requires both a measure of solitude for students to form opinions and a healthy respect for the privacy of students' minds from educators. The second essay, "A World Came to Life: Reflections on Perspective and Its Power (R. Wayne Shute), is built around a number of reflections about perspective or personal world view, the ideological force which shapes and drives all actions and behaviors. It is claimed that current educational practices, to which most educators subscribe, are born of control, compulsion, and force, and that true learning can only occur in an environment of freedom and responsibility. To mitigate these effects, thoughtful education, a practice which allows students, in an atmosphere of freedom, to make sense and meaning of the world around them is recommended. The final presentation, "Forget Leadership for Reform; Forget Leadership for Restructuring; Forget Leadership for Renewal; Think Leadership of Self" (Clark Webb), draws attention to the idea that leaders who choose to influence but one person--themselves--may be more educationally beneficial in the long run than those who try to influence whole systems. (LL)

ED 374 109   SP 035 433

Brigham, Frederick J.; And Others
Instruction and Classroom Management: A Combination That Is Music to Your Ears.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

preservice teacher education program, six final year students will undertake supplementary instruction modelled on the principles and reflecting the teachings of cognitive apprenticeship. Data on participants' personal constructs of teaching and learning will be collected through personal journals, stimulated recall interviews, and the elicitation of successive individual Repertory Grids. A proposed timeline (1994-1996) including research procedures is provided. (Contains 50 references.) (LL)

ED 374 127   SP 035 478

Appleton, Ken; Garbutcheon Singh, Michael
Teacher Education, Schools and Industry Links.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Industry; *Relevance (Education); *School Business Relationship; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- Australia (Queensland)

Education and, in particular teacher education, has been criticized for a lack of relevance to the needs of industry and the work place. These criticisms originated in the political and economic context of recession and a changing role for Australia in the global marketplace. Schools have responded to the criticisms in a number of ways, but teacher education has been slow to respond. This paper explores the relationship between teacher education, schools, and industry, the context of the criticism of the education sector, responses and proposals which have been made public, and alternative proposals. Some ideas about how teacher education might articulate and engage with industry and business and how the needs of teachers might be met by teacher educators are critically examined. Some of these ideas are: (1) requiring teacher educators to spend regular periods as teachers every few years to improve the relevance of their experience; (2) developing students' knowledge of particular aspects of regional businesses and industries; and (3) redefining the work and role of teacher educators. The view that teacher educators need to be in touch with contemporary educational policies is supported, but the criticisms and remedies proposed are not viewed as entirely valid or appropriate. (LL)

ED 374 128   SP 035 479

Appleton, Ken
Using Learning Theory To Guide Reflection in the Practicum.
PUB DATE- Jul 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; *Constructivism (Learning); Elementary Education; Foreign Countries; Higher Education;

Principals; Public Schools; School Districts; School Statistics; Student Characteristics; Superintendents; Teacher Certification; *Teacher Characteristics; *Teachers; Teacher Salaries; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- *Colorado

Information about Colorado's school teachers was derived from the public school districts and Boards of Cooperative Services in fall 1993. Of the 62,920.8 certificated and noncertificated staff, 53.5% were classroom teachers. The average salary for the 33,661 public school teachers was $33,826, somewhat below the national average. The number of classroom teachers increased 0.7% over those in 1992, while pupil membership increased 2.0% in the same period. Females comprised 71.6% of Colorado's teachers, as well as 39% of principals and just over 10% of superintendents. American Indians, Asians, Blacks, and Hispanics represented 9.0% of Colorado's teachers, while the same groups made up 25.9% of the total student population. Of all classroom teachers, 65.6% were aged over 40. Three illustrations and 12 tables present details about the characteristics of Colorado teachers. (SLD)

ED 374 148 TM 022 074

Keyes, Denis William
IQ and the Death Penalty: Verifying Mental Retardation.
PUB DATE- Aug 93
NOTE- 41p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Crime; *Criminals; Difficulty Level; *Intelligence Quotient; Intelligence Tests; Males; *Mental Retardation; Qualitative Research; *Simulation; Statistical Studies
IDENTIFIERS- *Capital Punishment; Stanford Binet Intelligence Scale Fourth Edition; Wechsler Adult Intelligence Scale (Revised)

Whether or not subjects can simulate mental retardation, a consideration that has implications in criminal cases, was studied using 21 adult Caucasian males between 20 and 30 years of age, largely comprised of students and staff employees of the University of New Mexico. Subjects were asked to give genuine and simulated responses to two major test batteries of intelligence, the Stanford Binet Fourth Edition and the Wechsler Adult Intelligence Scale Revised. Individual subjects did not appear able to simulate mental retardation consistently on both subtests and achieve statistically similar results. Latency times for simulating appeared to be significantly longer than latency times for genuine responding. Findings further suggested that genuine responses will yield similar scores on both subtests. Qualitative data suggest that it is more difficult to simulate mental retardation than to give genuine answers. Implications for participants in the criminal justice system may be significant, particularly for defendants accused of falsifying a test. Fourteen tables present study data. (Contains 145 references.) (SLD)

ED 374 149 TM 022 076

Tushnet, Naida C.; And Others
The Star Schools Distance-Learning Program: Results from the

(150)
DESCRIPTORS- *Black Colleges; *Educational Legislation; *Federal Programs; *Federal Regulation; Government School Relationship; Higher Education; High Risk Students; Loan Default; Private Colleges; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

This paper examines the impact and implications for the nation's 104 historically black colleges and universities (HBCUs) of the final regulations published in the April 29, 1994 "Federal Register" and traces both the legislative and regulatory history of Part H of the Higher Education Act provisions. The analysis addresses specific issues, including the following, which cause HBCUs the greatest concern: (1) the use of cohort default rates and percentages of institutional budgets and educational and general expenditures composed of Title IV funds to target institutions for state review; (2) the method of calculating cohort default rates, which ignores "dollars in default" and severely penalizes smaller, lower cost colleges and universities; and (3) the delegation of unreviewable authority to the states to permit them to terminate institutional access to a Federal program. Finally, the analysis makes reference to other regulations, especially the Procedures and Criteria for Recognition of Accrediting Agencies (59 Federal Register) that were published in final form on April 29, 1994. General Provisions (59 Federal Register) are also presented. (GLR)

ED 374 169 UD 030 032

Hamburg, David A.
Today's Children. Creating a Future for a Generation in Crisis.
PUB DATE- 94
NOTE- 393p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Alcohol Abuse; *At Risk Persons; *Child Development; *Child Health; Child Neglect; Child Rearing; Children; Coping; *Crisis Intervention; *Disadvantaged Youth; Early Experience; Elementary Secondary Education; Inner City; Intervention; Prenatal Care; Prevention; Program Descriptions; Social Change; Social Environment; *Social Problems; Substance Abuse; Violence

This book argues that many U.S. children are at risk because of poverty, drug and alcohol abuse, poor health, illiteracy, racial prejudice, and the eruption of unprecedented levels of violence both in inner cities and across the country. It provides a comprehensive overview of the crises young children and adolescents face and the decisions that must be made to protect them. The book begins with an overview of the biological, social, and psychological heritage that is shared among human beings; this is followed by an exploration of the historical role of the family in child raising. It analyzes how changes in the family structure and in social norms, including rising divorce rates, two-career families, illiteracy, violence, and poor nutrition, have resulted in what is described as an inadvertent tidal wave of child neglect. In addition, the book surveys important recent research in child development, with a focus on early childhood and early adolescence, which are the two most critical periods during which appropriate intervention can make a permanent difference in children's lives. It also examines innovative programs that communication and the elimination of communication barriers developed from and contributed to shared goals between parents and teachers. (Contains 19 references.) (GLR)

ED 374 189 UD 030 069

Scaringi, Daniel J.
Fostering and Managing Hispanic Parent Involvement in an Urban Middle School.
PUB DATE- May 94
NOTE- 81p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 8; *High Risk Students; *Hispanic Americans; Homework; Junior High School Students; Middle Schools; Minority Groups; *Parent Participation; *Parent School Relationship; *Student Improvement; Teacher Participation; Tutoring; *Urban Education
IDENTIFIERS- Middle School Students

This practicum was developed to involve Hispanic parents in a middle school where Hispanic parent involvement was nonexistent. Thirty at-risk Hispanic eighth graders in an urban middle school were identified by the eighth-grade guidance counselor as in danger of not being promoted to the ninth grade. The objectives of this practicum were that 30% of the Hispanic parents will attend one of three parent meetings; the academic performance of the target students will improve; the amount of homework completed will increase; and personal contact will be made with 75% of the targeted parents. Parents were called every Sunday night to discuss the progress of the students. A different homework hint was mailed to the parents every week for 10 weeks. Tutoring was available to the targeted students every Tuesday after school. The students kept a daily homework log for 12 weeks. Teachers filled out a weekly progress report for the targeted students. The results showed that Hispanic parents were willing to get involved in their students' education if communication was in the native language. Also, initial contacts needed to be less formal to avoid intimidating parents. Appendices include homework hints, a program description, a parent survey, and forms translated into Spanish. (Author)

ED 374 190 UD 030 070

Salett, Elizabeth Pathy, Ed.; Koslow, Diane R., Ed.
Race, Ethnicity, and Self: Identity in Multicultural Perspective.
PUB DATE- 94
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Cultural Awareness; *Ethnicity; Hispanic Americans; *Multicultural Education; Racial Differences; *Racial Identification; *Self Concept; Theories
IDENTIFIERS- African Americans; Biracial Family; Identity (Psychological); *Identity Formation; Mixed Race Persons

The impact that race and ethnicity have on an individual's identity development in the United States are explored through the theoretical framework, issues of dominance, identity development, and questions of biraciality. The following

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College School Cooperation; *Educational Innovation; Educational Principles; Elementary School Teachers; *Faculty Development; Higher Education; Intermediate Grades; Junior High Schools; Preservice Teacher Education; Professional Development Schools; Program Implementation; Special Education Teachers; Teacher Educators; Team Training; *Teamwork
IDENTIFIERS- Teacher Development

This paper describes the professional development team (PDT) concept, reports results of a study of the development and year-long implementation of a PDT, and describes the effects of the PDT on school personnel and on subsequent implementation of a professional development school (PDS). The PDT is presented as a viable option for improving K-12 education, research, professional development, and teacher education through school-based interprofessional teams. The PDT that was studied was located in a middle school and consisted of four teachers, one university professor, five student teachers, and two methods field experience students. PDTs have many of the same goals and functions as PDSs; however, PDSs are generally schoolwide efforts rather than efforts that involve only one team of students, teachers, and college faculty. PDTs can serve as a stepping stone to PDS implementation, as well as a viable alternative if a more extensive PDS relationship between a school and a college is not possible. Data sources for the study included surveys of students and parents; participant observation; and interviews with team members, school administrators, and other education professionals. Results indicated that the teachers, students, preservice teachers, and college professor who were associated with the team perceived positive outcomes from the PDT's presence. Among the positive outcomes was the perception by school and college personnel that the PDT's existence laid the foundation for the school's becoming a PDS. Also discussed are some of the negative reactions to the PDT. (IAH)

ED 374 091   SP 035 404

Collinson, Vivienne; And Others
Changing Contexts for Changing Roles: Teachers as Learners and Leaders in Universities, Professional Development Schools, and School Districts.
PUB DATE- 94
NOTE- 26p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (Chicago, IL, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; Collegiality; Educational Change; Educational Environment; Elementary Education; Elementary School Teachers; Higher Education; Partnerships in Education; Professional Recognition; Suburban Schools; *Teacher Improvement; *Teacher Role; *Team Teaching; Urban Schools
IDENTIFIERS- Professional Development Schools; *Teacher Development; Teacher Isolation; *Teacher Leaders

This paper synthesizes the results of three case studies that

(070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; *Classroom Techniques; Educational Practices; Elementary Secondary Education; *Instructional Systems; *Interaction; Literature Reviews; *Music Education; *Music Teachers; Student Behavior; *Teacher Behavior
IDENTIFIERS- *Pedagogical Content Knowledge

Music educators are required not only to master the body of knowledge representing the music curriculum, but to manage instruction so that they may convey this knowledge effectively and efficiently to their students. In order to promote good instruction, teachers find that a systematic behavioral management plan is required. Unfortunately, many approaches to behavioral management ignore the importance of the curriculum and the behavior of the teacher in mediating student behavior in the classroom. The purpose of this paper is to describe ways in which classroom management, instruction, and teacher behavior interact to promote a productive and positive learning environment and to suggest management techniques supported by educational research which may be of value to beginning as well as more experienced teachers. Based on a review of the literature, it is argued that an effective classroom management plan must first examine the curriculum and the behavior of the teacher who provides the instruction according to a set of consistent principles identified across a large number of schools and educators. Only after these details are attended to are the more specific interventions provided likely to be effective. (Contains 26 references.) (Author/LL)

ED 374 110   SP 035 434

Koprowicz, Constance L.
What State Legislators Need To Know about the National Board for Professional Teaching Standards.
PUB DATE- Jan 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Excellence in Education; Legislators; Mission Statements; Organizational Objectives; *Policy Formation; Professional Development; Standards; *State Legislation; State Licensing Boards; *Teacher Certification; Teacher Evaluation
IDENTIFIERS- *National Board for Professional Teaching Standards; *National Teacher Certification; Reform Efforts

Lawmakers face the challenge of strengthening the teaching workforce by supporting and demanding excellence. The purpose of this report is to acquaint state legislators with the goals and activities of the National Board for Professional Teaching Standards (NBPTS) and to underscore the ways in which state legislatures might work with the NBPTS to help create a high-quality teacher workforce. The mission of the National Board, established in 1987, is to assess teachers in a new, voluntary certification process that is meant to complement rather than to replace current licensing requirements. The NBPTS certification system involves three elements: (1) standards (establishing professional consensus about what teachers should know and be able to do); (2) assessment (providing a valid and accessible means to evaluate teachers against the standards);

Intellectual Disciplines; *Learning Strategies; *Outcomes of Education; *Practicums; Preservice Teacher Education; Science Instruction; Student Teacher Attitudes; Student Teaching; Teacher Education Curriculum
IDENTIFIERS- Australia; Pedagogical Content Knowledge; *Preservice Teachers; *Reflection Process

Reflection is a key aspect of the practicum experience for preservice teachers at the University of Central Queensland (Australia). However, ensuring that reflection occurs has been somewhat problematic. A study was conducted to explore how theoretical constructs based on learning theory can be used to guide the function of the practicum and the place of reflection in such a framework. A reflective practicum component was integrated into a curriculum subject, using constructivist learning theory as a guide. Teacher interventions derived from the learning theory provide guidelines for the placement and operation of the practicum and for encouraging reflection about both the practicum and classwork. An evaluation of the subject was carried out using a variety of data. In addition, the report discusses selected findings, the success of the subject in influencing cognitive and affective outcomes, the role of the practicum, and indications of the occurrence of reflection by students. A brief explanation and diagram of the constructivist learning model on which teacher inventions are based is included. Teacher interventions based on both constructivist theories and use in the subject are displayed in tabular form. (LL)

ED 374 129 TM 021 133

Ostrander, Diane L.; Henry, Carolyn S.
Measuring Adaptation in Ministers' Families: The Modified Family Adaptation Scale.
PUB DATE- 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Baltimore, MD, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Children; *Clergy; Concurrent Validity; Construct Validity; Factor Analysis; *Family (Sociological Unit); Family Characteristics; Measurement Techniques; *Reliability; *Spouses; Statistical Studies; *Test Use
IDENTIFIERS- *Family Adaptation Scale; Self Report Measures

A modification of the Family Adaptation Scale of Antonovsky and Sourani (1988), was developed for assessing the adaptation of ministers' families. A sample of 317 individuals (ministers, spouses, and children aged 8 to 18) from 135 protestant ministers' families was used to test the scale. The self-report questionnaire was tested for internal reliability. Tests for construct validity, concurrent validity, and internal consistency reliability supported the use of the scale for measuring adaptation in ministers' families. Availability of such a measure provides information about how effectively ministers' families see their internal functioning and relations with church and community. One table presents principal components information. (Contains 13 references.) (SLD)

ED 374 130 TM 021 441

Huberty, Carl J.; Julian, Marc W.

Mandated Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Demonstration Programs; *Distance Education; Educational Finance; Educational Innovation; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Federal Aid; Financial Support; Government Role; Program Evaluation; Research Methodology; *Technological Advancement
IDENTIFIERS- *Seed Money; *Star Schools

The Star Schools Assistance Program has been funding activities since 1988. It provides projects with seed money to develop distance learning programming and equip sites. In addition, Star Schools has served as a focal point for demonstrating innovative uses of technology to advance educational opportunity and improvement. This paper represents the first part of a 2-year evaluation of Star Schools. Site visits, interviews, and document reviews of eight Star Schools programs in more than 80 schools provided evaluation information. The Introduction of this report provides background information about the Star Schools Program and it includes a discussion of the implications of amendments to the Star Schools Program Assistance Act for the evaluation study. The second section presents preliminary findings from the evaluation. Among the implementation issues discussed is how technology is used to support student or teacher learning. The report concludes with a summary of findings foremost of which is that the seed money function of the program (achieved with high initial costs) can be supported, but that seed money alone is not enough to further distance education. As demonstration programs, the Star Schools provide valuable examples for educational opportunity improvement. Six tables illustrate the discussion. (Contains 9 references.) (SLD)

ED 374 150 TM 022 077

Tushnet, Naida C.
Housing Star Schools Reforms.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Building Design; *Computer Uses in Education; *Demonstration Programs; *Design Requirements; *Distance Education; *Educational Facilities; Educational Technology; Elementary Secondary Education; Financial Support; Program Evaluation; Space Utilization; *Technological Advancement; Telephone Communications Systems
IDENTIFIERS- Electrical Wiring; *Star Schools

are the most promising directions for improving young lives. Contains more than 350 references and an index. (GLR)

ED 374 170   UD 030 033

Epanchin, Betty C.; And Others
Constructive Classroom Management: Strategies for Creating Positive Learning Environments.
PUB DATE- 94
NOTE- 376p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline; Elementary Secondary Education; Equal Education; Group Dynamics; Interpersonal Competence; Minority Groups; *Student Behavior; Student Motivation
IDENTIFIERS- Diversity (Groups)

In light of today's greater student diversity, this teacher's guide provides practical ways to help students manage their own behavior rather than ways in which their behavior can be managed by teachers, peers, parents, or other adults. The book contains case materials that (1) illustrate the assessment, planning, implementation, evaluation, and reassessment processes needed for managing classroom behavior; (2) emphasize that situations should be considered from multiple points of view; (3) provide examples demonstrating a wide variety of situations in special education and regular classrooms at both the elementary and the secondary level; and (4) present strategies for decreasing teacher burnout. The guide's first section focuses on system issues: things that are wrong with the current system and ways of thinking about what needs to be done to help schools accommodate to the changing world. The second section focuses on approaches to behavior management that are used in most classrooms with most students; these are the procedures that are needed to create classroom order and harmony. The guide's final section includes strategies and approaches that are used with individual children when they are having particular problems, with an emphasis on maintaining a positive focus even during crises. References follow chapters. Contains an index. (GLR)

ED 374 171   UD 030 035

Downs, Susan Whitelaw
Neighborhood-Based Family Support.
PUB DATE- May 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Community Programs; Cooperation; Family Life; *Human Services; Neighborhoods; Outreach Programs; Political Issues; Program Descriptions; Program Development; *Program Evaluation; Social Services; Urban Areas
IDENTIFIERS- *Family Support

This report provides an overview of neighborhood-based family-support programs and describes the development of the family-support movement. It includes sections on the definition of chapters address these issues: (1) "Identity, Self, and Individualism in a Multicultural Perspective" (Alan Roland); (2) "Psychosocial Identity Development in United States Society: Its Role in Fostering Exclusion of Cultural Others" (Carol H. Hoare); (3) "An Integrative View of Identity Formation: A Model for Asian Americans" (Larke Nahme Huang); (4) "African American Identity and Its Social Context" (Lee Jenkins); (5) "Quien Soy? Who Am I? Identity Issues for Puerto Rican Adolescents" (Iris Zavala Martinez); (6) "White Racial Identity Development in the United States" (Rita Hardiman); (7) "Growing up Biracial in the United States" (Robin Lin Miller and Mary-Jane Rotheram-Borus); (8) "Native American Indian Identity: A People of Many Peoples" (Roger Herring); and (9) "Vietnamese Amerasians: Dilemmas of Individual Identity and Family Cohesion" (Sarah Alexander). (SLD)

ED 374 191 UD 030 071

Rivera, Ralph, Ed.; Nieto, Sonia, Ed.
The Education of Latino Students in Massachusetts: Issues, Research, and Policy Implications.
PUB DATE- 93
NOTE- 275p.; Chapters 1, 2, and 3 were originally presented at a conference titled "On the Policy Agenda in Massachusetts: The Education of Latino Children" (Boston, MA, October 1990).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Education; Dropouts; Economic Factors; Educational Change; *Educational Policy; Educational Research; Elementary Secondary Education; Futures (of Society); High Risk Students; *Hispanic Americans; Parent Participation; *Policy Formation; Poverty; *Public Schools; Vocational Education
IDENTIFIERS- *Latinos; *Massachusetts

The Latino population is the largest racial and ethnic minority group in Massachusetts. In the 1980s, the poverty rate of Latinos in the state was twice that of Blacks and six times that of Whites. With Latino children dropping out of school at a rate three times that of white children, the economic future of this population is bleak. The following chapters address economic and educational issues and suggest strategies for empowerment of Latinos: (1) "The Status of Latino Students in Massachusetts Public Schools" (Anne Wheelock); (2) "Entitlements of Latino Students and Parents: Some Legal Policy Considerations" (Jose Javier Colon-Morera, and others); (3) "Bilingual Education: Perspectives on Research and Other Issues" (Diana Lam); (4) "Barriers to Latino Parental Involvement in the Boston Public Schools" (Ralph Rivera); (5) "Latinos and Educational Reform: The Privatization of Chelsea Public Schools" (Glenn Jacobs); (6) "Latino Experiences in Vocational Technical Education: Implications for Educational Policy and Reform in Massachusetts" (James Jennings); (7) "What Do Latino Children Need to Succeed in School? A Study of Four Boston Public Schools" (Antonia Darder and Carole Christoff Upshur); (8) "I Was an Outsider: An Exploratory Study of Dropping Out among Puerto Rican Youths in Holyoke, Massachusetts" (Manuel Frau-Ramos and Sonia Nieto); (9) "Academic Costs of Social Marginalization: An Analysis of the Perceptions of Latino Students at a Boston High School" (Virginia Vogel Zanger); (10) "Poverty, Resilience, and Academic Achievement among Latino College Students and High School Dropouts" (Castellano B. Turner, and others); (11) "The focus on urban and suburban elementary teachers who are engaged in new roles: as learners, as clinical educators, and as leaders. Results of the studies suggest that epistemological issues; workplace contexts; and an ethic of care, which is especially noticeable in collegial relationships, have considerable impact on teachers as leaders and learners. The first case study examined interactions among the school- and university-based faculty who, for two terms, were co-teachers of a social studies methods course. The second study investigated teachers in the role of clinical educators, i.e., school-based teacher educators who are involved in teacher preparation, beginning teacher support, teacher development, and school and college professional development, as well as maintaining a significant classroom role. The study investigated factors that affect teachers functioning as clinical educators in a professional development school and a university setting. The third case study investigated six veteran teachers, recognized by their colleagues as leaders, and identified attributes shared by these teachers. Among the issues that emerged from the case studies are: the isolation sometimes experienced by teachers who step outside their traditional roles, the importance of personal support for these teachers, and the manner in which differences between university and school culture influence the ways teachers function in new roles. (Contains 24 references.) (IAH)

ED 374 092 SP 035 412

Kim, Sohui
Attitudes of Involvement with Students' Problems Outside of the School.
PUB DATE- 1 May 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Family Environment; *Family Problems; Grade 5; *Student Attitudes; *Student Problems; Surveys; *Teacher Attitudes; Teacher Behavior; Teacher Influence; *Teacher Participation; *Teacher Student Relationship
IDENTIFIERS- Virginia (Central)

A survey of 14 teachers at a central Virginia school investigated their attitudes concerning their involvement in students' problems outside of the school. In addition, 33 fifth grade students were surveyed concerning their attitudes about teachers' involvement, and interviews were conducted with two teachers, one principal, and one counselor. The survey instrument focused on the problems of divorce, sexual abuse, and alcohol abuse; hindrances to getting involved; successful and unsuccessful efforts; home visits; and teacher role. Analysis of results addresses the issues of parental neglect and apathy, the importance of teacher listening and encouragement, factors determining extent of teacher involvement, and students' comfort in telling teachers their problems. Results indicated that teachers feel the pressure of students with overwhelming problems that are out of their control, yet still get involved. Others leave the problems for the guidance counselor to handle and choose not to get involved. The majority of students did not feel comfortable telling their teachers about their problems. Appendixes contain the survey instruments and interview questions. (Contains 25 references.) (JDD) and (3) professional development (providing teachers with the opportunity to strengthen their practice through self-examination). Implications for state legislatures include: the potential to provide a fair and legitimate means of recognizing excellence in teaching; the encouragement of teachers to apply for National Board certification by offering salary incentives; and enabling nationally certified teachers to circumvent the licensing procedure in a state-to-state transfer. (LL)

ED 374 111 SP 035 439

Shartrand, Angela; And Others
Preparing Teachers To Involve Parents: A National Survey of Teacher Education Programs.
PUB DATE- Aug 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Higher Education; Models; National Surveys; *Parent Participation; Parent Role; *Parent School Relationship; Parent Teacher Cooperation; *Partnerships in Education; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- Reform Efforts

As recent trends in education reform and research stress the importance of school-home partnerships, teachers will need preparation for working successfully with parents and other family members. This paper examines teacher preparation in parent involvement for early childhood and K-12 teachers. Surveys of state certification requirements and preservice teacher education programs were conducted to describe the content of parent involvement requirements and training opportunities. Findings show that a majority of states do not mention parent involvement in teacher certification requirements. States with requirements often define parent involvement in vague terms. Likewise, most teacher education programs do not offer substantial parent involvement training. Training that exists is often traditional in definition, teaching methods, and delivery. A typology specifying different components of parent involvement training is also presented. Model programs teaching multiple types of parent involvement and utilizing collaboration and other innovative approaches are described. Recommendations for improving teacher preparation in parent involvement are offered. (Contains approximately 60 references.) (Author)

ED 374 112 SP 035 442

Basic Movement Skills (K-3). Curriculum Support Series.
PUB DATE- 90
NOTE- 48p.; For related documents, see ED 220 445 and SP 035 443.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Development; Developmental Stages; *Evaluation Methods; Foreign Countries; Manipulative Materials; *Movement Education; *Physical Activities; *Physical Education; Play; Primary Education; Psychomotor Objectives; *Psychomotor Skills; Skill Development
IDENTIFIERS- *Balance Training; Manitoba

This handbook was designed for those individuals interested in

An Ad Hoc Analysis Strategy with Missing Data.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; *Discriminant Analysis; Drinking; Foreign Countries; National Surveys; *Observation; Prediction; *Research Methodology; Statistical Analysis
IDENTIFIERS- *Ad Hoc Strategy; Canada; *Missing Data

A subset of a real data set from a national survey on alcohol use and driving in Canada (original sample of 6,457) is used to illustrate an ad hoc analysis with missing data on multiple response variables. A complete-case analysis initiates this strategy, determining variables that may be deleted without losing effects of interest. By such a deletion, the number of complete observation vectors may very well increase. Also illustrated are two straightforward imputed means analyses. All illustrations are given in the context of predictive discriminant analysis. As discussed, the ad hoc strategy may be applicable to other multivariate contexts. Four tables illustrate steps in the analysis. (Contains 11 references.) (SLD)

ED 374 131 TM 021 596

Newby, Timothy J.; And Others
Instructional Analogies and the Learning of Concepts.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related paper, see ED 335 000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Comprehension; *Concept Formation; Higher Education; Instructional Materials; *Learning; Performance; Physiology; Statistical Analysis; *Student Attitudes; Teaching Methods; *Training
IDENTIFIERS- *Analogies

This paper describes two studies designed to examine the effect of instructional analogy training on the level of comprehension of 10 advanced physiological concepts. In the first study, 161 college students received instruction either with or without analogies. Levels of student performances were compared across three conditions: (1) concept lessons only, including definitions and examples for each concept; (2) similar concept lessons, but with an analogy included for each concept; and (3) analogy concept lessons with additional prompts guiding analogy use. In the second study, immediate and delayed comprehension of 94 college students was compared between groups receiving concept lessons with and without analogies. Results showed significantly higher scores of comprehension, both immediately and after the delayed period, for those students who had received the analogies. Moreover, students receiving analogies reported higher levels of perceived lesson enjoyment. Results are discussed in terms of the prescriptive use of analogies within instructional materials and future research possibilities. Two graphs compare performances. (Contains 75 references.) (Author/SLD)

The Star Schools Program has funded projects to explore innovative educational applications of technology in distance education. Funded projects have applied a variety of technologies, including videodisks, compressed data transmission, fiber optic technology, and computer networks. Program evaluation is a mandated aspect of the program. This paper, as part of a national evaluation of Star schools, focuses on issues related to the physical capacity of schools. It reflects information about the barriers and facilitators of technology applications at all 11 projects funded. The major purpose of site observations was to gain insights into the degree to which students have the opportunity to interact with one another and with the distance-learning teacher, as well as student learning and the role of on-site facilitators. Facilities-related issues center on space, telephone lines, and wiring. These issues will face any technology-based program in the future and must be considered along with issues of teacher training and integrating distance education with other educational reforms. (Contains 10 references.) (SLD)

ED 374 151 TM 022 078

Tushnet, Naida C.
Does It Really Take a Whole Village To Raise a Child? Mixing Metaphor and Meaning in the Educational Partnerships Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Influence; Educational Environment; Elementary Secondary Education; *Language Usage; *Metaphors; *Partnerships in Education; Program Development; *Program Effectiveness; Program Evaluation
IDENTIFIERS- Aphorisms; Caring; *Educational Partnerships Program (OERI)

In the course of evaluating the Educational Partnerships Program of the Office of Educational Research and Improvement, researchers often heard the aphorism "It takes a whole village to raise a child." The village image appeared a powerful metaphor for program participants. This paper develops the hypothesis that the language and metaphors used by partners either facilitates or impedes the development, impact, and institutionalization of partnerships, depending on how accurately the language fits what actually occurs in the partnership. Following an introductory program description, the second section of the report summarizes study findings, emphasizing types of partnerships that achieved greatest success. The third section affirms that a good fit between metaphor and program activities, structures, and goals is associated with successful partnerships. Whether or not it takes the whole village depends on what is meant by raising the child. Productive workers can be prepared by a few dedicated community members, but a caring and nurturing environment may indeed require the whole village. One table and one figure illustrate the discussion. (Contains 15 references.) (SLD)

ED 374 152 TM 022 081

neighborhood-based family-support programs, the principles and theories on which they are based, a discussion of the problems they are designed to address, a description of their program characteristics, a review of their historical antecedents, and a summary of the outcomes to be expected from the programs, which is based on available research. Part 2 of this monograph provides applications of the approach through descriptions of four programs that show the different ways in which the concepts behind the approach can be put into practice. These program descriptions are followed by discussions of three administrative issues that require special attention in relation to neighborhood-based family-support programs: recruitment and outreach, staffing issues, and linkages to government. The report concludes with a summary of key points and their implications for programs in Detroit, as well as a discussion of issues in the evaluation of neighborhood-based family-support programs. (Contains 70 references.) (GLR)

ED 374 172 UD 030 036

Achatz, Mary; MacAllum, Crystal A.
Young Unwed Fathers: Report from the Field.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Department of Agriculture, Washington, D.C.; Department of Labor, Washington, D.C.; Ford Foundation, New York, N.Y.; Levi Strauss Foundation, Inc., San Francisco, Calif.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 94
NOTE- 131p.; Funding also received from the Kaiser Family Foundation and the Scott Paper Company Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; *Child Support; *Early Parenthood; Employment Patterns; Ethnography; Father Attitudes; *Fathers; Individual Characteristics; Job Training; *Parent Child Relationship; Parent Role; *Pilot Projects; Program Evaluation; *Young Adults
IDENTIFIERS- *Unwed Fathers

This report is based on an intensive 18-month ethnographic study of 47 young fathers enrolled in Public/Private Ventures' Young Unwed Fathers Pilot Project. It presents a detailed look at selected aspects of the lives of these fathers before and during program participation, as well as outcomes of the pilot intervention. Following an introductory chapter, chapter 2 describes the fathers who participated in the research, as well as their children, the mothers of their children, and their neighborhoods. Chapter 3 examines the men's experiences with fatherhood from the mother's pregnancy onward and presents findings on parenting outcomes. Chapter 4 presents education, training, and employment outcomes. Chapter 5 examines the material and financial support that fathers provided to their children informally; fathers' attitudes toward, and experiences in, the child support system; and outcomes associated with paternity declaration and formal support orders. Chapter 6 discusses the policy implications of the research findings. Appendixes present a summary of the project's initial implementation report, a profile of the sites involved, a sample selection and representativeness, cost analysis, and the length of stay and services received. (Contains 15 references.) (GLR)

ED 374 173 UD 030 037

Effects of the Schooling Processes and Practices on Potential At-Risk Latino High School Students" (Martha Montero-Sieburth); and (12) "Creating Possibilities: Educating Latino Students in Massachusetts" (Sonia Nieto). (SLD)

ED 374 192 UD 030 072

Gentry, Atron A.; Peelle, Carolyn C.
Learning To Survive: Black Youth Look for Education and Hope.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adolescents; *Black Youth; Disadvantaged Youth; *Economic Factors; Elementary Secondary Education; *Equal Education; *Juvenile Gangs; Poverty; Racial Differences; Social Class; Student Motivation; *Urban Problems; Urban Schools
IDENTIFIERS- *Hope

The stories of gang members and former gang members show that positive solutions can be found to the crisis of American urban youth. Personal experiences and challenges similar to those faced by young black students are used to indicate that there is hope. It is evident that poor black youth cannot survive or become part of the mainstream in America without economic improvement. Interviews with gang members and former gang members make it apparent that even the most cynical want to get an education and find the "hope factor." Opening chapters review the crisis state in which urban children exist and the problems of equal education and of race and class in education. Chapters 3 through 5 focus on particular situations, describing the Westside Center in Pasadena (California), some California gangs, and Pace School, Los Angeles County. Chapter 6 reviews institutional racism and renewal and discusses a case study in the Boston (Massachusetts) secondary schools. Chapter 7 presents an agenda to save urban youth through a curriculum of love. (Contains 44 references.) (SLD)

ED 374 193 UD 030 074

Saunders, Carol Silverman
Safe at School: Awareness and Action for Parents of Kids Grades K-12.
PUB DATE- 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Crime Prevention; Discipline; Elementary Secondary Education; Emergency Programs; Legal Problems; *Parent Participation; *Physical Health; Playgrounds; *School Safety; School Security; Supervision; Transportation; *Violence
IDENTIFIERS- Parent Empowerment

Statistics show that more than 770,000 students were injured in schools in 1992 and more than 3 million crimes are committed in schools each year. This guide empowers parents with information to identify safety problems in schools and work toward their solution. After a general discussion of school safety and the role of parents, the book reviews problems related to (1) violence and crime in school; (2) discipline; (3) arrival,

ED 374 093 SP 035 413

McDavitt, David S.
Teaching for Understanding: Attaining Higher Order Learning and Increased Achievement through Experiential Instruction.
PUB DATE- 1 May 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Constructivism (Learning); Elementary School Students; *Experiential Learning; Grade 3; *Instructional Effectiveness; Lesson Plans; Primary Education; *Science Instruction; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Virginia (Central)

This study investigated the effectiveness of experiential learning in promoting student understanding and achievement, as compared to traditional expository instruction. Twenty third-grade students from central Virginia were divided into two heterogeneous groups and taught a single lesson on air using identical content objectives. The control group was taught through expository instruction while the experimental group learned using constructivist, experiential techniques. The expository lesson consisted of lecture, note-taking, reading, viewing diagrams, answering and asking questions, filling out worksheets, and memorizing facts and vocabulary. The experimental lesson comprised 10 hands-on experiments that the students carried out alone, in small groups, and as a class, with each student recording hypotheses and results and with discussion of the experiments taking place. Each group was given the same assessment tool, which tested both lower order and higher order learning outcomes. Results indicated that experiential learning produced higher achievement at all levels of thought for learners of all ability levels. The paper recommends that the entire educational system recognize and make use of children's natural cognitive processes through system-wide experiential education. The lesson plan and assessment instrument are appended. (Contains approximately 60 references.) (JDD)

ED 374 094 SP 035 416

Research, Issues, and Practices. Conference Proceedings of the Annual Curriculum and Instruction Research Symposium (2nd, Vermillion, South Dakota, April 15, 1994).
PUB DATE- 15 Apr 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Childrens Literature; Classroom Research; Curriculum Research; *Educational Practices; Elementary Secondary Education; Faculty Development; Fathers; Higher Education; *Legal Education (Professions); Parent Participation; *Portfolios (Background Materials); Preservice Teacher Education; Professional Development Schools; Rural Schools; *Sex Education; *Special Needs Students; *Student Evaluation; Teacher Attitudes; Teacher Competencies; Teacher Improvement; Videotape Cassettes
IDENTIFIERS- Educational Issues; *Pedagogical Content Knowledge; Preservice Teachers

The purpose of the conference reported in this document was to increasing their understanding of basic movement skill development, observation and assessment, and program implementation. The basic movement skills identified in the text are the essential building blocks on which all physical education, active play, recreation, and physical activity are based. Manipulation skills are associated with a child's ability to receive, handle, control, or propel an object with the hands or feet or with an implement. They include: ball rolling, bouncing, catching, underhand throwing, overhand throwing, striking and kicking. Transport skills enable a child to move from one point to another and are initially performed individually and then in combination. They include: running, jumping, hopping, galloping, and skipping. Underlying all movement, balancing abilities, characterized as static (stationary) and dynamic (moving), are necessary to maintain and control body position and posture while at rest or in motion. The main body of the document provides teaching hints, suggested teacher activities, progressions, equipment, and specific characteristics associated with each of three developmental phases--initial, formative, and mature. (LL)

ED 374 113 SP 035 443

Physical Education K-4. Movement with Meaning. Curriculum Support Series.
PUB DATE- 94
NOTE- 417p.; For a related document, see SP 035 442. Printed on colored paper throughout.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Developmental Stages; Elementary Education; Evaluation Methods; Foreign Countries; *Lesson Plans; Manipulative Materials; *Movement Education; *Physical Activities; *Physical Education; Psychomotor Objectives; *Psychomotor Skills
IDENTIFIERS- Manitoba

This activity book was designed to complement the theory and suggestions for teachers in its companion document, Basic Movement Skills (K-3), printed in 1990. It has an activity-based focus, concentrating on exercises that contribute to development of all basic movement skills. Each activity highlights the main skill focus and addresses any secondary focus. To help in the selection process, each activity is classified as a skill progression, a learning station, a warm-up, a game, or a rhythmic activity. Variations and teaching hints are included. Following a discussion of class management and organization, safety, and class routine suggestions, lesson plans are provided for running, jumping, hopping, galloping, skipping, ball rolling, ball bouncing, catching, underhand throwing, overhand throwing, striking, kicking, static balance, and dynamic balance. It is emphasized that the two documents be used together. (LL)

ED 374 114 SP 035 444

Bennett, Christine
Teacher Perspectives as a Framework for Strengthening Teacher Education. Draft.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Proffitt Endowment, Bloomington, Ind.
PUB DATE- Apr 94
NOTE- 43p.; Paper presented at the Annual Meeting of the American

ED 374 132 TM 021 833

Lissitz, Robert W.

A Longitudinal Multiple Indicators Assessment of an Interdistrict Transfer Program and Some Implications for Multicultural Education.

PUB DATE- Apr 94

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 5-7, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Achievement Tests; *Black Students; Court Litigation; Desegregation Effects; *Desegregation Plans; Educational Assessment; Elementary Secondary Education; Longitudinal Studies; Magnet Schools; Mathematics Tests; Multicultural Education; Reading Tests; *School Desegregation; School Districts; Scores; Standardized Tests; Test Results; *Transfer Students; Urban Schools; Writing Tests

IDENTIFIERS- Indicators; *Missouri (Saint Louis); *Performance Based Evaluation; Stanford Achievement Tests

This paper provides a very brief summary of the first three years of study of the court-ordered desegregation effort in St. Louis (Missouri). It examines differences in the reading and mathematics scores from the Stanford Achievement Test along with a performance-based writing assessment for four groups of African-American students. These groups consist of the magnet, integrated, and nonintegrated schools in the city, along with transfer students who are attending suburban schools. With a summary of these results, further information is presented from a study of nine focus groups and an attitude survey of city high school students. Overall, students are not doing well in comparison with normative data from students nationwide. The full range of performance is found among these students, with magnet school students generally performing best, followed by transfer students, and then by integrated and nonintegrated students in no consistent order of achievement. Some possible explanations for the generally disappointing results are discussed, with some possible solutions. Five graphs present findings. (Contains 23 references.) (SLD)

ED 374 133 TM 021 945

Pelletier, Carol Marra

Teacher Portfolio: Reflection in Action. Part 1 and Part 2. An Alternative to Traditional Teacher Evaluation; and Creating Teacher Portfolios. The Dallin School Project.

PUB DATE- Apr 94

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Philosophy; Educational Practices; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; Models; *Portfolios (Background Materials); *Professional Development; *Secondary School Teachers; Student Teachers; *Teacher Evaluation; Workshops

Warkentin, Robert W.; And Others
The Relationship between College Students' Study Activities, Content Knowledge Structure, Academic Self-Efficacy and Classroom Achievement.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes; *College Students; Correlation; Criterion Referenced Tests; Educational Theories; Higher Education; *Knowledge Level; Learning Strategies; Models; Predictor Variables; *Self Efficacy; *Student Characteristics; *Study; Study Habits
IDENTIFIERS- *Structure of Knowledge; Subject Content Knowledge

A theoretical model describes the components of academic studying focusing on antecedents as well as the consequences of studying. This study uses correlational means to explore the relationship among student characteristics, study activities, and outcomes for 42 education majors. Study activities were assessed with a self-report questionnaire. Also determined were academic self-efficacy, success on a concept similarity rating task, prior academic ability (current grade point average), and results of an achievement criterion test. Students with a higher sense of academic self-competence reported more engagement in higher-level cognitive strategies, and more efficacious students tended to perceive the source of engagement in generative processing as coming from their own thoughts rather than an external prompt. However, cognitive strategies by themselves do not add much to test performance for students already possessing strong self-efficacy perceptions. Academic self-efficacy and internal consistency of students' knowledge structures were significant predictors of classroom achievement. Six tables and four figures present study findings. (Contains 30 references.) (SLD)

ED 374 153 TM 022 082

Pang, Xiao L.; And Others
Performance of Mantel-Haenszel and Logistic Regression DIF Procedures over Replications Using Real Data.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; Foreign Countries; Identification; *Item Bias; Mathematics Tests; Performance; *Regression (Statistics); *Sample Size; Scores; *Sex Differences; Test Items; White Students
IDENTIFIERS- ACT Assessment; Criterion Variables; *Logistic Regression; *Mantel Haenszel Procedure; Power (Statistics); Research Replication

The function of Mantel-Haenszel (MH) and logistic regression (LR) statistics with real data in detecting gender-based differentially functioning items (DIF) was investigated when sample size and criterion variable varied. The data base consisted of the item responses of a population of 183,356

Lipman, Pauline

Bringing Out the Best in Them. The Voice of Culturally Relevant Teachers in School Restructuring.

PUB DATE- 4 Apr 94

NOTE- 41p.; Paper presented at the Annual Meeting of American Education Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Culture; *Black Students; *Black Teachers; Case Studies; *Educational Change; Junior High Schools; Minority Groups; Power Structure; *School Restructuring; *Student Improvement; Teacher Effectiveness; *Teacher Influence; *Teacher Role; Teacher Student Relationship

IDENTIFIERS- *African Americans

This paper addresses the role of successful teachers of students of color within a restructuring educational environment. It describes three successful teachers of African-American students in two restructuring schools, discusses ways in which their practices and outlooks supported the success of otherwise low-achieving students, and describes how they diverged from their schools' norms. The paper analyzes why, despite their exemplary practice, each of these African American teachers, for different reasons, had limited influence on his/her school's reform agendas. Finally, some implications are suggested for school restructuring in general. The paper's central argument is that the pedagogical knowledge, exemplary practices, and perspectives of successful teachers of students of color are resources for school change and that these resources must be recognized, legitimized, and supported as a significant component of transforming schools for all children. Based on observations made at two biracial (black and white) junior high schools, it is argued that reforms may have to address broader relations of power and dominant ideologies if these teachers and parents and communities of color are to be heard and that ways must be found to sponsor effective teachers and to ensure that these teachers have a significant voice in conversations about school change. (Contains 50 references.) (GLR)

ED 374 174 UD 030 038

Sperling, Melanie

Writing Tasks and Roles Students Play: The Case of Learning To Write in an Inner City Classroom.

PUB DATE- 4 Apr 94

NOTE- 59p.; Paper presented at the Annual Meeting of American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; High Schools; High School Students; Inner City; Minority Groups; *Peer Influence; *Social Influences; Student Behavior; *Student Role; *Urban Education; *Writing Instruction

This paper explores the ways in which inner-city students' social, cultural, and political relationships and their departure, and transportation; (4) supervision; (5) the building and the playground; (6) physical and mental health; (7) environmental issues, including asbestos and pesticides; (8) safety in art, science, and physical education; (9) disaster preparedness; and (10) legal issues. Thirteen resources are listed for further reading, and 37 resource organizations are listed. (SLD)

ED 374 194 UD 030 075

May, Stephen
Making Multicultural Education Work. The Language and Education Library 7.
PUB DATE- 94
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Critical Theory; *Cultural Pluralism; Educational Change; Educational Practices; Elementary Education; Ethnography; Foreign Countries; Inner City; Instructional Leadership; *Multicultural Education; *Nongraded Instructional Grouping; *School Restructuring
IDENTIFIERS- *Maori (People); *New Zealand (Auckland); Reform Efforts

The implications of critical multiculturalism for practice are illustrated through the ethnographic study of Richmond Road School, an inner-city elementary school in Auckland (New Zealand). Richmond Road, under the leadership of its Maori principal James Laughton, developed a critically conceived, reflective, and holistic conception of multiculturalism through a process of whole-school reform. The school's approach demonstrates how critical theory and practice can be effectively combined in a model of multicultural education that offers considerable hope for change. This model can be achieved if the advocacy of cultural pluralism associated with the field is complemented by a recognition of the need for structural pluralism, that is structural or institutional change in the school. Outlines of various policies of Richmond Road School are presented as examples of organizational reform that can be applied elsewhere. Particularly interesting is the school's family-grouping ("ropu") structure that places students of various ages together in differing kinds of bilingual education. (Contains 130 references.) (SLD)

ED 374 195 UD 030 076

Ortner, Maria Laura
An Alternative Approach To Increase Parent Involvement among Culturally Diverse Families.
PUB DATE- 94
NOTE- 55p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperation; Cultural Awareness; *Cultural Differences; Elementary Education; Elementary School Students; Ethnic Groups; Hispanic Americans; *Home Visits; Information Dissemination; Minority Groups; *Parent Participation; Parent School Relationship; Student Mobility; Surveys; Volunteers

An attempt was made to improve parent involvement of culturally and ethnically diverse families in an elementary school with 35 to 39 percent minority students, as well as to establish a

promote the professional sharing of current educational issues, provide a forum for dialogue concerning relevant educational topics, and share faculty research interests. The presentations are: (1) "Videotape Production: A Technological Form of Educational Research" (Linda Good); (2) "Science and Mathematics Mentors and Teachers in a Professional Development Center School Project" (Paul Otto); (3) "Elementary School Portfolio Assessment in a Three State Region" (Connie Hoag); (4) "Opinions of Rural Mid-Western Superintendents toward a Statewide Report Card System" (Robert W. Wood); (5) "Should Sex Education Be Taught in the Elementary Schools" (Gary Zalud); (6) "Emerging Giant: Pacific Rim Literature for Children and Adolescents" (Lisa Spiegel and Maurine Richardson); (7) "Faculty Collaboration in Developing Competency in Preservice Training Programs through Portfolio Assessment" (Marilyn Urquhart and Lana Danielson); (8) "Teacher Beliefs and Content Knowledge: Influences on Lesson Crafting of Preservice Teachers during Geometry Instruction" (Roger Parsons); (9) "Involving Fathers of Children with Disabilities: Barriers and Facilitators" (Timothy Lillie); (10) "Measuring the Confidence and Reliability of the Conceptual Science Knowledge Base of Rural Idaho Elementary Teachers (Sandra Melchert); and (11) "Lawyers' Perceptions of Law-Related Education in South Dakota" (Lynne Roach and Sherry Feinstein). (LL)

Educational Research Association (New Orleans, LA, February 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; Elementary School Teachers; Graduate Students; Higher Education; Intermediate Grades; Middle Schools; *Perspective Taking; Program Improvement; Role Perception; Secondary Education; Secondary School Teachers; *Teacher Attitudes; Teacher Certification; *Teacher Education Programs; *Teacher Role
IDENTIFIERS- Indiana University Bloomington; *Preservice Teachers; *Reflective Practice; Teacher as Decision Maker Program

This presentation reports on the third phase of research associated with the Teacher as Decision Maker Program (TADMP), a graduate-level program for middle/secondary school certification at Indiana University. Seven teacher perspectives have emerged from the study of 86 individuals from the fields of science, English, foreign language, math, and social studies: (1) Scholar Psychologist; (2) Friendly Scholar; (3) Inculcator; (4) Facilitator of Thinking; (5) Friendly Pedagogue; (6) Empowerer, and (7) Nurturer. The latest research explores the utility of these teacher perspectives as a tool for strengthening self-reflection on teaching among TADMP students. The paper describes and analyzes the impact of four interventions based on the perspectives: (1) initial reflections; (2) choosing a center and gaining confidence; (3) reflecting back on perspectives and teaching; and (4) confirming and infirming perspectives with peers. Results indicate that the seven perspectives are a means to initiate self-reflection and to develop the art of paying attention as a way of nurturing reflective practice. A bibliography, three versions of a questionnaire titled "Teacher Perspectives as a Guide for Self Reflection on Teaching," and techniques used to study students' teaching perspectives are included. Contains 25 references. (Author)

IDENTIFIERS- Performance Based Evaluation; *Reflective Analysis

Part 1 of this paper inquires into how teachers can use portfolios in professional development; part 2 takes one component, a review of the contents of a portfolio, and puts it into action with practicing teachers and student teachers. Part 1 focuses on a teacher evaluation model that includes working with a peer, while part 2 focuses on the portfolio as a professional growth experience to be shared with a student teacher, emphasizing portfolios as a valuable tool for teacher evaluation and an opportunity for teachers to reflect on their own practices. The proposed model calls for the teacher to develop a portfolio in conjunction with review by a partner. Although contents of the portfolio would be up to the teacher, it should contain something indicative of the teacher's educational philosophy, an aspect that includes journal or reflective entries, and an indication of professional development by documenting reading, courses, or presentations. The workshops described in part 2 took teachers to the Boston (Massachusetts) area through development of a portfolio. Teachers responded favorably and presented completed portfolios. One diagram represents the model. Attachments include some framing documents for the portfolio. (Contains three references.) (SLD)

Caucasians to the Math test of the ACT Assessment (Form 39B) in 1989. Using four sample sizes (1000/1000, 500/500, 250/250, and 100/100) and two criterion scores (total test and subtest), 30 replications were carried out for each combination of sample size and criterion. The results indicated that the power of the two procedures was affected by sample size and the choice of criterion, when items with different magnitude of DIF were assessed. While displaying a high agreement in detection rate for each condition, the extent of DIF decreased for 10 out of 12 DIF items when subtest score was used as the criterion. (Contains 10 references and 2 tables.) (Author)

ED 374 154 TM 022 083

Kush, Joseph C.; Watkins, Marley W.
Factor Structure of the WISC-III for Mexican-American, Learning Disabled Students.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; Ethnic Groups; *Factor Structure; Intelligence; *Intelligence Tests; *Learning Disabilities; *Mexican Americans; Norms; Psychometrics; School Psychologists; Test Construction
IDENTIFIERS- Wechsler Intelligence Scale for Children (Revised); *Wechsler Intelligence Scale for Children III

The factor structure of the Wechsler Intelligence Scale for Children (Revised) (WISC-R) for both regular and special education populations has been well documented. Published data have also indicated that the factor structure of the WISC-R is similar across ethnic groups. With the development of the new WISC-III, comparable information is not yet well established. In particular, the addition of a new subtest and a new hypothesized fourth factor require additional data about the psychometric properties of the WISC-III. This study examines the factor structure of the WISC-III in a population of 121 Mexican American learning disabled elementary school students. Factorial similarities and differences with the WISC-III normative sample and with the WISC-R are provided. Implications for school psychologists are discussed as are suggestions for future research. Results indicate that the WISC-III Full Scale, Verbal, and Performance intelligence quotients can be thought of as relatively independent indices of intelligence in diverse populations. Two tables present study findings. (Contains 9 references.) (Author/SLD) thinking and behavior patterns that stem from the range of different situations outside the classroom can shape the classroom roles that they develop with their peers as thinkers and learners of English and writing. It presents a case study taken from 6 weeks of observing writing instruction in an inner-city classroom and explores students' classroom roles during a class discussion and writing exercise conducted the day after the events surrounding the jury verdict in the original Rodney King trial. Results show that all focal students played roles in relationship to three social realities: the classroom community, the world outside the classroom, and their impending texts. Furthermore, these three realities are sometimes critically interconnected. How these realities manifest themselves in the classroom discussions and exercises are discussed as well as the implications for research. (Contains 34 references.) (GLR)

ED 374 175 UD 030 039

Robinson, Cheryl
Motivating Students To Complete Homework.
PUB DATE- Apr 94
NOTE- 62p.; Master's Thesis, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Experience; Grade 7; *Grades (Scholastic); *Homework; Journal Writing; Junior High Schools; Learning Strategies; Mathematics Achievement; *Mathematics Education; Middle Schools; *Motivation Techniques; Student Behavior; *Student Improvement; Success
IDENTIFIERS- Progress Charts; Rockford School District 205 IL; Self Monitoring

This report describes a program for improving the completion of homework assignments in a seventh-grade mathematics classroom in a large middle school in Rockford (Illinois). The problem of missing homework was noted by the mathematics teacher and confirmed by the other teachers on the seventh-grade team. Analysis of the probable-cause data revealed that although students expressed a desire to do well in school, they often lacked the behaviors to achieve that success. Solution strategies, suggested by the literature and confirmed by other teachers working on the team, involved guiding the students to take more responsibility for their schoolwork. A grade control chart (GCC) was chosen as a tool to help students track their progress on daily homework completion and set goals for desired performance. The resulting graph provided a visual reminder of progress. The students also kept a journal to establish the relevance of the lesson and to encourage self-assessment. This intervention was not successful in raising the overall homework-completion rate of the target class. However, many individual students appear to have benefitted from the project as indicated by their individual completion rates and their journal entries. Appendixes include team, parent, and student questionnaires; a sample of the GCC; and baseline statistics. (Contains 40 references.) (GLR)

ED 374 176 UD 030 040

Holmes, Carolyn L.
New Visions of a Liberated Future: Afrocentric Paradigms, Literature, and a Curriculum for Survival and Beyond.
PUB DATE- May 93
NOTE- 378p.; Ph.D. Dissertation, Temple University.

climate of cooperation between school and home and to attempt to reduce the student mobility rate. A Welcome Committee was created to reach diverse families. This committee consisted of volunteer staff members and parents who were identified and trained by the writer. Teams of two conducted home visits welcoming families and providing specific information on the school. The project was designed to establish, from the very beginning, a cooperative relationship between families and the school. Teachers were surveyed before and after the implementation of the Welcome Committee. The student mobility rate was also measured before and after, and parents completed surveys. Analyses reveal that the Welcome Committee significantly improved the level of parent involvement for minorities. Teacher perceptions of involvement of minority parents also improved, and the student mobility rate decreased from 59.2 to 35.9 percent. Appendixes contain the parent survey in English and Spanish, Welcome Committee guidelines, and a press release. (Contains 23 references.) (Author/SLD)

ED 374 196 UD 030 077

Hispanics' Schooling: Risk Factors for Dropping Out and Barriers to Resuming Education. Report to Congressional Requesters.
PUB DATE- Jul 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; Disadvantaged Youth; Dropout Rate; *Dropouts; Educational Attainment; Elementary Secondary Education; *Hispanic Americans; *Immigrants; *Limited English Speaking; *Poverty; *Risk; Sex Differences; Statistical Analysis; Tables (Data); White Students

To study the nature and extent of the school-dropout problem among Hispanics, a review of relevant literature and an analysis of data from the 1990 decennial census were conducted. School-dropout rate for Hispanic Americans between the ages of 16 and 24 was approximately 30 percent, with the comparison figures at 18 percent for non-Hispanic Blacks and 10 percent for non-Hispanic Whites. Dropout rates were much higher, at 43 percent, for those not born in the United States, and the adjusted rate for those who had contact with U.S. schools was 26 percent. Limited English skills, poverty, and early parenthood were factors in dropping out. Barriers young Hispanics faced in resuming their educations included poverty, poor English skills, the time needed to finish schooling, and job and family responsibilities. Seven figures and 15 tables present analysis results. Five appendixes contain census figures, confidence intervals, detailed estimates of dropout rates, expert sources, and major contributors. (SLD)

ED 374 197 UD 030 078

Urban Recreation and At-Risk Youth Act of 1994. Report to Accompany H.R. 4034. 103D Congress, 2d Session.
PUB DATE- 21 Mar 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Resources; *Crime Prevention; Disadvantaged Youth; Federal Aid; *Federal Legislation; Grants; *High Risk Students; *Parks; *Recreational Programs; Recreation Legislation; *Urban Areas; Violence

Aaronsohn, Elizabeth

Piaget and Columbus: A Post-Hole Dig into Decentering (A Qualitative Study in Progress).
32p. 1mf. L1 ED 374 103

"Teacher-Pleasing," Traditional Grading--and Learning? A Collaborative Qualitative Study.
58p. 1mf. L1 ED 374 102

Abadzi, Helen

What We Know about Acquisition of Adult Literacy. Is There Hope? World Bank Discussion Papers, 245.
107p. 2mf. L2 ED 373 264

Abdel-fattah, Abdel-fattah A.

Comparing BILOG and LOGIST Estimates for Normal, Truncated Normal, and Beta Ability Distributions.
31p. 1mf. L1 ED 374 158

Achatz, Mary

Young Unwed Fathers: Report from the Field.
131p. 2mf. L2 ED 374 172

Adams, Bradley P.

Wisconsin Public School Buildings, 1991-1993.
403p. 5mf. L1 ED 373 436

Adams, Karen L., Ed.

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An Inventory of Diversity Programs & Services in Continuing Higher Education.
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Adriano, Celia T.

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Ager, Dennis, Ed.

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Ainscow, Mel

Carr, Carolyn S.

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Carson, Cristi

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Carter, D. S. G.

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20p. 1mf. L1 ED 373 272

Carter, Linda Carol

African-American Attitudes Concerning African-American English.
29p. 1mf. L2 ED 374 166

Carter, Melissa

Improving the Effectiveness of Professional Education: Learning Managerial Accounting via a Complex Case.
16p. 1mf. L1 ED 373 705

Carter, Ronald

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35p. 1mf. L1 ED 373 539

Carter, S. M.

Adolescent Understanding of Key Variables Affecting Receptivity to Health Curricula.
20p. 1mf. L1 ED 373 272

Casey, Jason

Using Interactive Software To Develop Students' Problem-Solving Skills: Evaluation of the "Intelligent Physics Tutor."
13p. 1mf. L1 ED 373 754

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Ceperley, Patricia

Are Our Schools Safe? AEL Policy Briefs.
5p. 1mf. L1 ED 373 420

Chang, Lu

Surveying LEP Populations: Issues Explored through an Example.
14p. 1mf. L1 ED 373 569

ChanLin, Lih-Juan

Fitzgerald, Linda May

Intersubjectivity in Home-School Partnerships in Two Inner-City School Settings. Draft.
23p. 1mf. L1 ED 374 188

Flanigan, Jackson L.

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30p. 1mf. L1 ED 373 613

Flanigan, Patricia K.

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30p. 1mf. L1 ED 373 816

Flowers, Pearl

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Fluellen, Jerry

Third Millennium Mathematics.
10p. 1mf. L1 ED 373 977

Foreman, Deborah

Increasing the Academic Achievement of Middle School Students Exposed to Domestic Violence through Interpersonal-Cognitive Group Counseling and Parenting Education (Project REAL).
74p. 1mf. L1 ED 373 865

Fornadel, William M.

Americans with Disabilities Act of 1990: Organization, Compliance and Concern in Higher Education. AIR 1994 Annual Forum Paper.
25p. 1mf. L1 ED 373 627

Fortenbaugh, Robert

A Survey of New Jersey Public Library Buildings.
100p. 2mf. L1 ED 373 804

Fortenbaugh, Robert K., Comp.

New Jersey Public Library Statistics for 1992.
82p. 1mf. L1 ED 373 805

Foster, Cass

Shakespeare for Children: The Story of "Romeo and Juliet."
118p. 0mf. L3 ED 373 357

Shakespeare: To Teach or Not To Teach. Second Edition. Revised.
105p. 0mf. L3 ED 373 342

The Sixty-Minute Shakespeare: "Romeo and Juliet."
144p. 0mf. L3 ED 373 358

Foster, Ted J.

Huff, C. Ronald, Ed.

The Gang Intervention Handbook.
532p. 0mf. L3 ED 374 185

Hunt, Steve

Communication Apprehension Treatment: Issues in Ethics, Law, and Practice.
22p. 1mf. L1 ED 373 378

Huntsinger, Carol S.

A Cross-Cultural Study of Young Children's Performance on Drawing and Handwriting Tasks.
24p. 1mf. L1 ED 373 889

Hunzer, Kathleen M.

Gender Expectations and Relationships in the Writing Center.
16p. 1mf. L1 ED 373 355

Hurst, Peter J.

Enhancing Strategic Planning through Campus Surveys. AIR 1994 Annual Forum Paper.
18p. 1mf. L1 ED 373 651

Hurtado, Sylvia

Latino Student Transition to College: Assessing Difficulties and Factors in Successful College Adjustment. 1994 AIR Annual Forum Paper.
33p. 1mf. L1 ED 373 663

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